

THE
SECONDARY
MODERN
SCHOOL



CHESHIRE EDUCATION COMMITTEE

THE SECONDARY MODERN SCHOOL

*Cheshire
Education Committee*



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INTRODUCTION

IN 1952, the Cheshire County Education Committee set up a Joint Committee consisting of representatives of the County Education Committee, of the Authority's Professional Staff and of the Head Teachers of Secondary Modern Schools to investigate and advise upon:

- (a) The functions of the Secondary Modern School.
- (b) The revision of the Authority's Booklet on Alternative Courses in Secondary Modern Schools.
- (c) (i) Incentives in the Secondary Modern School.
(ii) External Examinations and School-Leaving Certificates.
(iii) The revision of the Pupil's Record Card.

The Joint Committee comprised all the members of the County Secondary Education Sub-Committee, members of the Authority's Professional Staff and the following Head Teachers:

J. T. Cork	Miss C. R. Merry
Miss M. Green	A. Oakes
K. C. Greenwood	Miss A. M. Pollard
J. G. Harrison	W. F. Roberts
R. Haynes	H. Shannassy
Miss K. Hughes	G. R. Walkden
S. Hughes	Miss E. Watson
Miss J. Mellor	K. H. Wylde

The terms of reference of the Joint Committee were promulgated with due regard to certain general principles which in the first place are established in the Education Act, 1944, and have been elaborated in the Preamble to the Authority's Development Plan. Since the pattern of Secondary Education in England and Wales is complex, arising as it does from widely divergent approaches by a large number of education authorities, any account of an authority's conception of the function of "the Secondary Modern School" requires at the outset an explanation of what is meant by that term.

In Cheshire, the secondary stage of education is organised as a bilateral system—viz. Modern and Grammar Schools. Section 8 (i) of the Act requires schools "sufficient in number, character and equip-

ment to afford for all pupils opportunities for education offering such variety of instruction and training as may be desirable in view of their different ages, abilities and aptitudes, and of the different periods for which they may be expected to remain at school, including practical instruction and training appropriate to their respective needs".

The kernel of the problem is the assessment of the three specified variables—age, ability and aptitude. The innate mental ability of children is sufficiently understood for a simple classification of children into two groups—namely, those of higher intelligence and those of average and lower intelligence—and the classification can be made reliably at the conclusion of the stage of Primary Education—viz. at the age of 11+. It is widely recognised that children with Intelligence Quotients of about 110 or more are capable of profiting by education in which abstract ideas, reasoning and the precise use of language are conspicuous. Their pace of learning also is comparatively rapid. For children with Intelligence Quotients of less than about 110, on the other hand, the pace of learning is generally slower and they profit rather by an education in which practical action—doing, making, using and seeing—is the key-note. Two distinct types of Secondary School are therefore provided in Cheshire, and two only. These are, on one side, the direct descendant of the pre-war Secondary School, now named the Secondary Grammar School, and, on the other side, the newly created Secondary Modern School, a direct descendant of the pre-war Hadow Senior School. Thus the best and valuable traditions of Secondary Education are preserved with a clear road for development in both types of school. With Grammar and Modern Schools, each of a manageable size, the Authority is persuaded that the objectives of contributing to the spiritual, moral, mental and physical development of the community are more likely to be possible of achievement than they could be with a single type of Secondary School for a large number of children of all grades of intelligence.

It will be noted that the assessment of "aptitude" in children of 11 years of age has not yet been discussed. The exact meaning of the word is perhaps in doubt. One thing, however, is certain. The large majority of children of this age are still passing through a period of mental and physical growth which is characterised by experimentation; they love to adventure with their minds and bodies, and therefore they proceed with the irrepressible urge to discover their own

talents. Their interests tend to be transient and their appetites variable. Any further attempt to classify them for Secondary Education in accordance with their aptitudes at the age of 11 would be abortive.

The policy of the Authority is therefore to provide in both types of Secondary School a very broad curriculum to cover the early years during which boys and girls are busy with this process of self-discovery. Between the ages of 11 and 13, or thereabouts, their teachers should be concerned with the observation of their trends of mental development as well as with concentration on particular subjects of the curriculum. In the later part of their Secondary Education, when special talents and particular interests have plainly manifested themselves, they require a curriculum which gives them the opportunity to bring their aptitudes as well as their ability into full play. In Cheshire Schools, therefore, both Grammar and Modern, Alternative Courses in technical subjects are provided. These Alternative Courses are designed simultaneously to serve the mental equipment and the special aptitudes and interests of the individual child and, equally important, to serve his future needs in the field of employment.

From the age of 13 or 14 onwards, boys and girls feel themselves to be growing up. They are no longer concerned primarily with their own immediate world: they apprehend that they will presently be men and women. The world and life of the adult compel their attention and they project themselves into it in a variety of ways, sometimes in imagination, sometimes in their behaviour, and occasionally by their choice of friends. Adolescence is a difficult time for many of them, especially because they want to be accepted by adults and yet are conscious of their own immaturity. It is important, therefore, that those responsible for their education should recognise these characteristics of adolescents. The curriculum in school, for example, should give full play to their ability, which is general, and their aptitudes, which are specific. The Alternative Courses have such curricula. In the Grammar School, boys may enter an Engineering Technical Course, an Agricultural Course, or one of the traditional Academic Courses, and girls may take a Technical Course, a Commercial Course, or one of the Academic Courses. In the Modern Schools, there are corresponding Technical, Commercial, Rural and Practical Courses for boys and girls.

The Alternative Courses introduce an element of vocational training into Grammar and Modern Schools. At the same time, general

educational needs are safeguarded. School time is about equally divided between these two sides. For example, the subjects of a Boys' Technical Course in a Cheshire Secondary Modern School comprise Science, Mathematics, Woodwork, Metalwork and Machine Drawing, taking about half the school time. The remaining school time is spent on English, History, Geography, Art, Music, Religious Instruction, Physical Training and Games. Thus care is taken of the directive of the Education Act, 1944, that a contribution should be made towards the spiritual, moral, mental and physical development of the community.

It will be obvious that these Alternative Courses have a bearing on future employment. They are not trade courses in any narrow sense: they are not intended to train the boy or girl for a particular job. Boys taking a Technical Course in the Secondary Modern School, for example, may later take up careers in any branch of the engineering or building industries. Or, again, girls from Secondary Modern Schools may enter various branches of the nursing, medical, scientific and catering services or the engineering industry. Fundamentally, each Alternative Course is regarded as the vehicle of a good liberal education suited to the needs of a highly industrialised society. The vocational colouring of the course provides tangible incentives to adolescents who fancy themselves as potential workers. Experience in Cheshire over the past six or seven years has proved this beyond doubt, perhaps even beyond the expectation of some of those who first set themselves to the task of recommending curricula and syllabuses.

The future of the boys and girls in the Secondary Schools will bring privileges and responsibilities in the home. All of them require preparation for this basic function of life. Home-making is a highly complex business to-day and we are daily reminded of the miserable failure of many people in this respect. The rearing of children also will be in due course a prime concern of the large majority of the rising generation. In education at the secondary stage, it should be recognised that when they leave school many boys and girls may sever their connection with all organised educational agencies, hence the need to attend to these important matters at the secondary stage of education.

The social and welfare services certainly offer advice and practical help to mothers and fathers, but the extent to which they avail themselves of these services is largely left to them to decide for them-

selves. Clearly, the degree and extent to which the Secondary Schools may help to prepare their pupils for their roles as parents are limited by their physical and emotional immaturity. That is no reason, however, for ignoring the problem: much can be done too in the direction of imparting knowledge, training in useful skills, and inculcating attitudes which in the fullness of time will promote wise parenthood.

The citizen of to-day is called upon to pass judgment in casting a vote, in stating an opinion and in making a decision. He must order his life. He must live amongst all sorts and conditions of men. He has an increasing amount of time outside his working hours in which to exist or live. There is a wide range of activities from which he may choose and abundant evidence that many people either do not know how to use their lives or use them mischievously. A liberal education must train people in the art of living in a community. The Secondary Schools must therefore give their pupils a preparation for their future as citizens. Every boy and every girl should be given the material from which may be fashioned ideals of citizenship to which they will want to strive. Though each individual will have his own ideal, our community requires that all should give allegiance to principles and traditions which form the national way of life.

The function of the school is therefore dual: the future as well as the present needs of the pupil must receive careful attention. His needs are many and all are in some degree the concern of the Secondary School. The Act requires schools to contribute to four aspects of human development—moral, spiritual, mental and physical. Amongst these, teachers in the past have tended to focus their attention on the mental development of their pupils, sometimes perhaps to the neglect of their development as a whole. Education Acts prior to the year 1944 were clearly more concerned with his intellect, or with certain aspects of his intellect, than with the whole personality of the pupil. It was the duty of the parent of every child between the ages of 5 and 14 to cause that child to receive sufficient elementary instruction in Reading, Writing and Arithmetic": the Education Authority was therefore expected to provide schools for that purpose. It is a far cry from those limited objectives to the requirements of the Education Act, 1944, and it will be some time before schools will have learned how to translate the requirements of the Act into reality.

For some years past in Cheshire, the questions of moral and

spiritual development and physical development have been receiving careful consideration by the Authority and its teachers. The Joint Committee which was set up to prepare recommendations on the Secondary Modern School first of all met to survey the problem as a whole. They recognised the dangers of considering any one aspect of development or any one aspect of education in isolation. Nevertheless, it was necessary for any useful and fundamental study to consider severally and separately a number of specific topics. Not least in importance among these are two to which no reference has been made so far. One of them is the emotional development of children: the other is the contribution of other educational agencies. Although the Act makes no reference to emotional development, there is abundant evidence that the emotions are the mainsprings of human life. This fact has, of course, been receiving increasing attention by educationists and psychologists for a number of years past. In Cheshire, in an attempt to ensure that every pupil in the Authority's schools receives education appropriate to his requirements, many investigations into individual cases have shown that educational progress of a pupil has been adversely affected by emotional disorder. It is no exaggeration to say that one of the principal factors which influence educational progress is the emotional adjustment of the child. Whilst much has been written in recent years on the subject of the emotional development of young children, the equally important period of adolescence seems to have received less attention. What is required is that teachers should understand emotional development at this stage and be alert for signs of difficulty. When these signs of difficulty are manifested it is important that some form of appropriate remedial action should be taken. The problem might be one for the school in collaboration with the home, or it might be one requiring the expert assistance of agencies outside the school and the home. In the chapter on the "Emotional Development" of children, there is valuable advice for teachers on this subject.

Education is not solely the responsibility of the schools. This fact is underlined in the Education Act in Section 7 by the use of the word "contribute". Education Authorities and their teachers play an important part among a variety of old and new educational agencies. These are so varied and the impact of some of the educational forces to-day is so strong that there is a danger of conflict between what the schools are trying to do, what the home is trying

to do and the effects of the other agencies. In our complex society, it is perhaps the school alone which can be relied on to take the initiative in avoiding a conflict. Consultation and co-operation with the home are of prime importance and it is out of the understanding which can be produced by this co-operation that one may hope that the pupils of to-day—the citizens of to-morrow—may be guided to meet with equanimity the impact of such other educational agencies as the Churches, the Press, the cinema, the theatre, wireless, television, clubs and youth organisations.

The chapters which follow are the reports of ten Panels of the Joint Committee. The subjects covered in these chapters do not include any detailed statements concerning curricula, syllabuses, staffing and equipment of the courses to be provided in Cheshire Schools. In 1948, a booklet was published on the subject of *Alternative Courses in Secondary Modern Schools*. This booklet was in fact an initial scheme which had been prepared by Head Teachers, Assistant Teachers, the Authority's Officers and members of the County Education Committee working together. It was to a great extent conjectural, since the Secondary Modern School was at that time a brand-new concept. At that time, existing school premises in which these schools were to develop were sadly deficient in many of the facilities for special subjects. Moreover, the supply of teachers, especially those with suitable qualifications and experience for Metalwork, Technical Drawing, Commercial Subjects, Rural Subjects and Housecraft, was inadequate. It is all the more worthy of note, therefore, that the Secondary Modern Schools of the County began to move with very creditable speed towards the development of Alternative Courses in accordance with the recommendations of the 1948 booklet. After seven years' experience of running these courses, during which time the facilities for accommodation, equipment and staffing had steadily improved, the time seemed ripe in 1955 for re-considering and, if necessary, revising the recommendations set forth in that booklet. This aspect of the work of the Joint Committee has now been completed and will shortly be published separately.

The question of incentive is related to the functions of the Secondary Modern School and to the development of appropriate courses within the school. This problem has been examined fully by the Joint Committee, which has recently issued its final reports on Incentives, External Examinations, and School Leaving Certifi-

cates. Copies of these reports can be obtained on request from the Director of Education.

This book, therefore, forms only part of the complete survey of the Secondary Modern School made by the Joint Committee. Indeed it refers only to the work of the ten Panels who were concerned with the fundamental re-examination of the functions of the Secondary Modern School. It may be relevant to observe that this book is intended as a general guide and help to Head and Assistant Teachers: it is in no sense mandatory.

Finally, the County Education Committee wishes to extend its thanks to all those who have served on the Joint Committee and its various Panels, and who have contributed to the compilation of this book.

JOHN G. KELLETT
Director of Education

October, 1957

Chapter I

SPIRITUAL AND MORAL DEVELOPMENT

1. The Responsibility of the School

THE Education Act, 1944, states explicitly that "it shall be the duty of the local education authority for each area, so far as their powers extend, to contribute towards the spiritual, moral, mental and physical development of the community". Hence it is for the teachers, the servants of the Education Authority, to carry out this requirement.

So far as spiritual and moral education is concerned, the methods to be used are not so easily recognised, nor are their results so readily assessed as those applicable to other parts of the pupils' education. Spiritual and moral education is continuous and largely unconscious. It enters into every activity in which the child takes part and every contact he experiences with people or things.

The school is at once the mirror and the mould of society; it reflects the community in which it is set, and at the same time it helps to shape that community. Our society is a Christian one; there is need, therefore, for our pupils to develop Christian attributes.

The effect of two world wars on the moral standards of adults, and hence of children, has been harmful. There is a pressing need to restore good moral standards. The school is only one factor affecting the child. Other influences such as the home, the Church, Press, radio, television, cinema, theatre, clubs and organisations can assist or run contrary to the good influence of the school. The school must play its part in promoting spiritual development and in inculcating a moral code based on positive belief and active faith. This demands conscious planning on the part of the staff of the school.

2. Development to Maturity

Spiritual and moral education implies that the child must be led to accept and conform to existing moral standards and gradually, as he reaches maturity, be able to select good goals and spiritual values, and direct his behaviour towards their achievement.

At first he accepts as right or wrong what his parents and teachers

allow or forbid. Later, he learns to interpret rules and understands that they can be modified in differing circumstances. If he reaches maturity he will be able to make generalisations from specific acts and so form concepts of behaviour. To achieve this stage he must have experience, understanding and intelligence. It should be remembered that there are wide ranges of moral character and ethical behaviour just as there are differences in reading ability, height or general intelligence. Variations in standards arising from home and social background bring difficulties in class or school.

Investigations show that there is no justification for the belief that knowledge of what constitutes proper behaviour leads to good behaviour. Where knowledge is completely isolated from experiences in learning attitudes, it is quite unrelated to conduct. Desirable behaviour results from generalisations based on satisfying experiences in the desired behaviour.

3. The School Community

Precept is not enough. The school must be a spiritually healthy community so that pupils will tend to adopt and practise, unconsciously as well as consciously, the right code of behaviour—for example, to tell the truth, to act honestly, to respect the property of others, to work hard. The tone of the school needs careful cultivation. It requires an ordered conduct of affairs; adherence to a simple set of rules, based on common sense; and the need for a balance between freedom and restraint. In greatest measure, however, it depends on the spiritual and moral qualities possessed by the adults of the school community, namely, the Head Teacher and his staff. The pupils cannot help being influenced by their examples of right conduct, by the relationships existing between teacher and teacher, and between teacher and child. Qualities of independence, frankness, effort and vigour will be encouraged, but should not be prized above consideration for others, tolerance, happiness at the achievements of others, self-denial, sympathy and understanding.

4. The Personal History of the Child

To understand a child's present behaviour it is important for the teacher to have some knowledge of his earlier and present life, his personal history, details of his Infant and Junior School career, and his home conditions. Bereavements, abnormal home circumstances and upsets which bring unhappiness; harsh, over-lenient or inconsis-

tent treatment by parents; lack of harmony, security and love; conflicting standards between home and school; continuous failure in certain branches of school work—these and other factors affect the emotional development of the child and hence the attitudes which he will adopt to people, work and life.

Contact with the home and reference to school records will help the teacher to regard the child as an individual with his own peculiar difficulties and influences, and will assist him in applying his knowledge of psychology to understand the present actions and behaviour of the child.

5. Significance as an Individual

The child must feel that he matters as an individual, and, in particular, the form master or mistress and the Head Teacher, as well as the other adults in the school community, can give him this assurance. Security and “belonging” make it unnecessary for a child to slide into bad behaviour at the slightest provocation in the environment. He will not then use such behaviour as a vehicle for compensation or revenge. Respect for the child as an individual engenders in him respect for others and encourages self-control, self-reverence and self-confidence, the roots of spiritual and moral growth.

6. Variations in the Behaviour of the Individual

The behaviour of the individual is different in different situations. A child can be honest in one situation and dishonest in another, according to the motivation involved.

This is noted in behaviour displayed to different teachers in successive lessons. These inconsistencies should be recognised by teachers, and generalisations about a child's behaviour should not be made merely from that displayed in one recurring set of circumstances.

A child's behaviour when with the gang may be quite different from that under other circumstances. However, he adopts the behaviour characteristics of the group permanently only if he is under its influence for some considerable time. Otherwise the effect tends to be only temporary. Group study often provides the key to individual behaviour, and hence efforts to improve group morale often represent the best way to effect improvement in the individual. Most young people identify themselves with the majority

and feel insecure if they are in the minority. This shows the importance of recognising the influence of the group. The child prefers the approval of his peers to that of his teacher. The prestige of a gang leader can be used as a good or bad influence, according to the behaviour he exhibits. Attempts by the individual to gain prestige for undesirable conduct, if carried on for a considerable time, may prevent growth in the right direction. Facts and objective evidence do not always have the desired effect if they are contrary to group opinion, but they assume increasing importance as the child matures.

7. Specific Problems

The intelligence of most delinquents is below average. Intelligent children are better equipped for making adjustments in times of strain and for finding satisfactory substitutes for those urges which would produce anti-social behaviour.

Children of low intelligence will rarely reach that stage of maturity when they act rightly from inner conviction. Rather will they conform to good conduct because they have formed right habits through growing up in a suitable environment. They are very much more susceptible to suggestion than children of higher ability, and often, in addition, they have to contend with a poor home background. In consequence, they need even greater supervision and careful and constant training over a long period.

Where specific problems arise, such as stealing or lying, there is need for the teacher to find out the underlying forces causing the behaviour. To deal with the misdemeanour is only to touch the fringe of the problem.

8. Rewards and Punishments

Rewards and punishments must be suited to the child's maturity. Rewards appear to be more effective in developing right behaviour, and are required less frequently as the child matures. The most desirable rewards are those which build security and status, and these probably should take the form of compliments, increased responsibility, and personal acceptance.

Personal satisfaction is essential when learning ethical behaviour. Maturity in moral and ethical behaviour is reached when a desirable action itself provides satisfaction without other inducements. It is not enough to admonish a child to be trustworthy or honest.

In addition to the positive inducements to good behaviour and

*Intelligence
The child
The school*

the development of good moral attitudes, there are, of course, inducements of the negative kind known as punishments. Traditionally, punishments have long been regarded as legitimate aids to "discipline". They vary considerably in nature from corporal punishment and deprivation of one kind or another to "impositions" and public or private reprimands. It is too easy to generalise about the use of punishments, but extremely difficult thereby to offer constructive help to the individual teacher. The important thing is that the teacher himself should recognise his own role as the moral leader. His ultimate authority must never be in doubt, yet it should be veiled; otherwise the pupils are not likely to acquire any measure of independent judgment and self-control.

Both the teacher and the pupils should be aware of the fallibility of the teacher's moral judgment while he does his best at all times to be fair and impartial. Warnings, threats and punishments must be used sparingly and cautiously if the teacher is always, as he should, to retain the initiative. If he is forced against his true inclination to punish, it is usually because he has lost that initiative. For these reasons a simple code of punishments to fit certain offences, regardless of the personalities involved, is generally inappropriate. It is better that the potential offender should be unable to anticipate the consequences of his committing the offence. There seems to be no valid reason to prohibit the use of corporal punishment if that principle is observed, provided, of course, that the physical condition of the offender is normal and provided also that the punishment is prompt and is sincerely expected to be salutary and effective.

9. Adolescence

Adolescence brings increased emotional strain when the young person is forming attitudes to self, to the opposite sex and to society. Attitudes result from the interaction of the environment and the mental, emotional and physical attributes of the child. Health, sensitivity, strength, attractiveness and sex, all affect attitudes displayed. The adolescent is neither a child nor an adult. He feels the needs and drives of the adult, but is not allowed to make the contributions of the adult to society, nor has he yet achieved his rights. He has, therefore, difficulty in adopting adult codes of behaviour. His capacity for idealism and his drive for expression should be given satisfactory and constructive social outlets if his behaviour is not to become anti-social.

10. Learning Right Attitudes

The teacher's prime function is that of the positive training of character: only secondly is he the teacher of a particular subject. He must devise situations within the framework of his lessons to give his pupils experience in self-control and opportunities for making decisions and giving consideration to actions performed. The organisation of subjects should provide a variety of experiences in which there are opportunities to apply codes and judgments regarding conduct which the child has accepted and in which he finds satisfaction.

Opportunities for good social training and for fostering virtues like initiative, unselfishness, loyalty, self-control and self-esteem will arise if the school has a full corporate life. School functions, the midday meal, clubs, societies, school houses, and out-of-school activities, will provide the raw material for such training. Games and sports develop *esprit de corps*, and through the use of mind and limbs together, a sense of satisfaction and well-being. Feelings of aggression can often be worked off in games and the pupil learns thereby the need for fair play. Again, good physical education contributes to the moral development of the child, since a healthy, well-co-ordinated child has a better chance of acquiring desirable behaviour.

11. The Corporate Act of Worship

In the daily corporate act of worship the school can make an invaluable contribution towards the spiritual and moral development of its pupils. It should be regarded as a vital part of school life, the influence of which will remain long after school life is over. It should have a unifying effect, an essential basis on which to build a good school. Unless the child is a member of a Church or Sunday School, it may form the only religious service in which he takes part. Its influence depends on:

- (a) The Head Teacher's attitude towards it and the value and importance he gives to it;
- (b) The co-operation and participation of the staff;
- (c) The care with which it is prepared;
- (d) The dignity with which it is conducted;
- (e) The consecration of thought and the sincerity of purpose that give the right atmosphere.

The form of the morning service should make a spiritual and

mental appeal. It will be individual to the school; staff and pupils should have opportunities of sharing in the choice of hymns, prayers and Bible readings. Services can be carefully drawn up around a theme for a day or a week, or to serve special occasions. The setting is important and the silent appeal to the spirit through the use of well-arranged flowers should not be forgotten.

Music from gramophone records, piano, school orchestra and choir should make its contribution. Readings may include prose and verse other than those in the Bible.

To keep pupils alert and interested there should be a blend of the new and the familiar. This not only brings more life and interest to the service, but it also provides a wider range of thoughts and ideas on which to draw.

The Morning Assembly is only a small fraction of the day. Its lessons may be lost and its experience nullified unless it is the prelude to a school day in which its ideals are put into practice. The true training in religion and character can never be a matter of so much time in the timetable. It takes place inside each subject. The whole environment of the school, its separate and group activities, is the atmosphere in which character and spirituality develop.

12. Religious Instruction

The contribution towards moral and spiritual development made by the religious instruction given in the school depends on the teacher's attitude towards it, the method of teaching and the atmosphere in which it is given. The atmosphere should be one of teacher and pupil learning together, and the instruction, wherever possible, will be related to their own experience. The scripture lesson will have real meaning for the children only if they are shown how to apply to their daily lives what they are taught.

To guide him in his work the teacher now has the Cheshire Agreed Syllabus of Religious Instruction. It has summed up in one excellent sentence the whole aim of religious instruction in school—"The object may be stated thus: to present to the children a true knowledge of the Living God, revealed first in the Old Testament and then in completion in the Life of Jesus Christ; to reveal to them that this is not an extra subject, but that through this truth all the activities of human life can be enriched in and through a living faith in God."

Children cannot be forced into religion: they will be influenced

by the conviction, competence and enthusiasm of the teacher, but more by his living example.

13. Outlets for Self-Expression

The pursuit of interests and the establishment of outlets for creative expression lessen undesirable behaviour. If desirable, stimulating experiences are provided, then the pupil need not seek undesirable ways to escape boredom or to provide compensation for unfulfilled desires.

Music, Literature, Drama, Dance, Art and Craftwork offer means of expressing emotions in a socially desirable manner and provide the means for healthy spiritual development. Emotional experience is essential to full development. There is need to apprehend beautiful things and to create them. The school has a responsibility to make the best environment possible in classroom and school building. It can then proceed to present to the child the aids to appreciation; for example, good pictures and craftwork, good music and good books, beauty in nature. To surround, however, is not sufficient; there must also be choice. The choice of the adolescent is not necessarily the choice of the adult: this fact should be recognised by the teacher in presenting to the child material by means of which he may acquire good standards of taste which he will value because he feels they are his own. The appeal of the contemporary in art and music should not be underestimated.

As well as encouraging the pupil to look for what is good, the teacher has to stimulate his creativeness. The handling of materials to learn their potentialities and limitations, and the mastery of technique, teach discipline. Nothing will encourage appreciation more than performance. The school must afford the opportunity for the child to express himself imaginatively, not only because that is good in itself, but also because it will stimulate his capacity to respond to the expressed imagination of others. This means the encouragement of imaginative writing in prose and verse, the expression on instruments or through the voice of innate musical talent, the full development of artistic ability in movement, pattern, colour, shape and texture. It means striving for mastery in the material used, self-discipline in the limitations of form and substance, and, above all, a high standard of performance in whatever is attempted. A spiritual elation is experienced in using all one's powers for the completion of something intrinsically worth doing.

Moreover, the use of group methods as practised in many schools has a further application here. There is heightened spiritual experience from children doing something together, as in listening to music or in the making of it, or in expressions in Literature, such as verse speaking or Drama. The whole becomes something more than the sum of the parts: the extra is essentially a spiritual quality.

14. The Example of the Teacher

It is fitting to conclude this chapter by referring once more to the powerful force of example upon the spiritual and moral development of the adolescent. Amongst the many influences which bear on him, that of the schools is the only one which lies directly within the control of the teachers. By their example in the school community as well as by their teaching, it is for the teachers to demonstrate the law by which the Christian way of life is governed, namely, "Thou shalt love the Lord thy God with all thy heart and with all thy soul and with all thy mind and with all thy strength and thy neighbour as thyself."

Chapter II

EMOTIONAL DEVELOPMENT

I. Introduction

EMOTIONAL development cannot be dissociated from all other aspects of normal growth; the contribution of spiritual, physical, mental and emotional factors to the production of a mature personality cannot be assessed separately.

All individuals possess innate impulses or instincts, the stimulation of which gives rise to emotional states. It is the strength of these innate elements which determines the individual's level of general emotionality. The formation of emotional attitudes is mainly a matter of environmental influences, intelligence, experience and will acting on this inborn emotional constitution.

Not every human being possesses the full range of emotions; persons who do not are here defined as emotionally defective. Deficiencies in the innate emotional equipment render satisfactory development difficult even in a favourable environment.

Thus, without apparent cause, emotionally defectives may show emotional or moral instability; or their abnormality may take the form of apathy, indifference to the feelings of others, or insensibility to situations that would arouse in a normal person disgust, fear or anger.

Maladjustment can be regarded as a serious departure from accepted standards regarding patterns of behaviour and emotional response.

This includes the emotionally defective whose innate emotional equipment is inadequate, and the individual whose abnormal emotional response is due to the effect of unsatisfactory reactions to environmental conditions and experiences.

Apart from pathological conditions, maladjustment is more commonly due to unsatisfactory environmental conditions and experiences in early life than to inherited evil tendencies.

Emotions are normal modes of human reaction which are stimulated or controlled in varying degrees in individuals. Normality of emotional development can be regarded as the possession of emotional reactions which can be adequately expressed, but at the same

time fully controlled. Successful emotional development consists of producing an integrated and adjusted personality; that is, the individual is in harmony with his environment, using the word environment in the widest possible sense.

Emotion may be stimulated by persons, objects and situations; patterned responses formed will depend on the intensity, satisfaction and repetition that enter into the individual's contact with his social environment. These responses originally linked with specific experiences may later be associated with ideas and ultimately become an unconscious mechanism. Much conduct, both moral and social, has this unconscious basis.

An emotion can be either beneficial or harmful to the individual. Fear and anger are familiar examples of emotions which dissipate and inhibit verbal, artistic and neuromuscular skills (e.g. "speechless" with anger, "petrified" with fear). For example, the child who is failing to respond to teaching is not necessarily incapable. He may be, in fact, inhibited by anger, fear or some other strong emotion. Unnatural restraint of emotional expression may lead to psychopathic and neurotic conditions. Intense and continuous expression of an emotion may be equally dangerous. The satisfaction of personal urges and needs within the accepted framework of society affords emotional experience which is beneficial to the individual.

Satisfactory emotional development becomes more difficult as the complexity of society increases; evidence of this is provided in the high percentage of nervous and emotional disorders in modern communities.

Emotional expression can be modified by intelligence and experience. Maturation is important in the emergence and development of emotional attitudes; for example, fear rises when we know enough to recognise potential danger in a stimulus, but have not reached complete comprehension and control of the situation.

Despite the influence which intelligence may exert on the expression and control of the emotions, there is no direct relationship between general intelligence and emotional stability. Bright children as well as normal and dull are handicapped in school progress and achievement by emotional maladjustments.

Maladjustment, when it occurs, unless in extreme forms, is remediable in the proper social climate. In this connection the school may provide an atmosphere which in time will counteract many adverse influences of home and society.

It should be remembered that the education of the emotions is not all a teaching of their restraint; properly developed and guided, they enrich all aspects of life.

Norms and Assessments

Although emotional development follows in the main certain broadly marked stages, differences in innate emotional and intellectual equipment and wide variations in environmental influences make the establishment of any reliable norms difficult. Moreover, there is no one set of environmental circumstances which will alone ensure successful emotional growth; many different environments would prove adequate to any particular individual, but the resulting personality would not be the same.

Normal emotional development is specific to the individual and there are no precise norms against which successful development may be judged. Tests have been devised to measure level of emotional maturity at any age, and to assess some aspect of personality. Although the validity of such tests of temperament and attitude is not high, the results obtained are often useful and suggestive.

There is a need for much more research into the problems of emotional development. Despite lack of satisfactory norms as a basis for comparison within accepted standards, patterns of behaviour and emotional response have emerged and serious departure from these accepted standards is regarded as "maladjustment".

Maladjustment, its causes, detection and prevention, can be considered only against the background of normality, arbitrary though the standards of normality may be.

The absence of reliable objective tests for use in schools underlines the need for the teaching staff to note carefully many aspects of the growth and development of the pupil.

2. Characteristics of Adolescence

The maturation of intelligence, the development of special abilities, the rapid physical growth with the awakening of sexual feelings, all of which mark the period of adolescence, produce a sense of insecurity which may reveal itself in the moodiness, instability or intensely emotional life which is so characteristic of these years. Adolescents tend to be irritable, moody, sentimental, over-critical, bombastic, self-conscious and awkward, anxious both to conform to type and assert their individuality. The adolescent is subject to

strong emotional attachments both to members of the same sex and the opposite sex in an effort to establish satisfactory personal relationships. Intolerance and a revolt against the authority and attitudes of the home and society may be accompanied by a longing for reassurance and support. Conflict arises from a growing urge towards independence and a personal feeling of ignorance and inadequacy. It is a period of emotional growing pains associated with the transition from the dependence and irresponsibility of childhood to the independence and responsibility of adult status. To achieve satisfactory adjustment the adolescent needs a secure background of love and affection, a group or society of which he is an accepted member and to which he can contribute. He needs opportunities for the release of emotional conflicts through new experiences, games or creative and aesthetic activities. He needs to achieve success in work and personal relationships and to have freedom to explore and experiment.

Failure to achieve satisfactory adjustment may result in anti-social behaviour, in delinquency, in anxiety conditions and nervous disorders, and in general emotional ill-health.

Home, school and society all have an important part to play in securing those conditions in which harmonious development can take place and in which adolescents mature imperceptibly into adult status without experiencing either catastrophic emotional turmoil or serious mental distress.

3. (a) Some Causes of Maladjustment

Security, affection and significance are primary human needs. Failure by the home, the school and society in the widest sense to meet these needs is the root cause of emotional maladjustment. Such maladjustment is almost invariably the outcome of a variety of causes, many of which belong to the home and to the pre-school years.

The following are some of the causes of maladjustment due to environmental conditions:

(i) Most surveys on all forms of maladjustment and delinquency agree that homes broken by death or divorce or separation are frequently associated with emotional instability.

(ii) Loss of familiar traditions and accepted ways of living—for example, a family moves to a new district and loses its former social contacts, the new district has different values and standards from the

old, the children attend a new school and need to make adjustment to new environment and establish new personal relationships.

(iii) An over-protected environment may cause maladjustment. The later years of childhood and adolescence are normally periods of experiment, of escape from the protected life of the home and school into the wider world. Frustration of this natural development may lead to emotional instability in spite of all the security and affection provided. Over-anxious parents may do at least as much harm as neglectful parents.

(iv) Economic factors in the home may produce emotional maladjustment when the child is unable to share fully in the interests and recreations of pupils attending the same school. Overcrowding and poverty, accompanied as they sometimes are by lack of foresight and stability, are common causes of emotional difficulties.

(v) Parental neglect, ill-treatment and assault.

(vi) The parent who over-estimates his child's capacity to learn causes disappointment and emotional distress.

(vii) Conflicting standards between the home, school and society.

(viii) Inconsistent or inappropriate discipline, punishments and rewards—lax or over-strict homes and schools.

(ix) Failure of the school to provide conditions for healthy emotional and intellectual life; e.g. presentation of tasks which condemn a child to persistent failure. The child who is required to attempt studies that are ill-adjusted to his mental age or who suffers some undetected specific disability in Reading or Arithmetic or other basic subjects, or who, having been absent, is left without sufficient assistance to recover lost ground, or who has unobserved defects in hearing or vision, may readily find school experiences unhappy and be rendered prone to emotional maladjustment.

(x) Differences in speech, dress and behaviour at school may prevent a child from being socially acceptable to the group.

(xi) The child who is subjected to emotional strain from any causes may deteriorate rapidly in educational achievement. If the teacher fails to understand this or has no opportunity of understanding, the additional strain may result in emotional maladjustment (temporary or permanent).

(xii) The acquisition by a child of cultural standards superior to those of his home may cause him to become "ashamed" of his background.

(xiii) A teacher may project his own emotional difficulties into

the classroom. Such a teacher tends to produce maladjusted pupils.

(xiv) Inadequacy of school organisation and its programme of studies and activities, routine conditions of learning, poor teaching methods, uninspiring surroundings and unsuitable equipment. Lack of opportunities for the exercise of responsibility, for service and for co-operation.

(xv) Attitude of the school to the pupil's ability and the means used to evaluate his performance can adversely influence his emotional life. Fear of being underestimated or of failing examinations is a frequent cause of emotional disturbance.

(xvi) Unsatisfactory personal relationships within the school.

(xvii) Apart from exceptional pathological conditions, maladjustment is commonly due to unsatisfactory environmental conditions and experiences.

(xviii) Maladjustment also results from inadequate innate equipment, the quality of family relationships, lack of harmony, consistency, security, love and affection.

(xix) Emotional shock, due to unexpected or exceptional experience, may cause temporary or permanent emotional maladjustment.

(xx) Lack of satisfactory æsthetic experiences in Music, Art and other creative activities.

(xxi) The erotic in literature, films, radio, television and newspapers. Thus emotional, spiritual and moral needs remain unsatisfied at higher levels.

(xxii) The child suffering physical or mental handicap is prone to maladjustment; he has the difficult task of developing normal relationships in spite of his abnormality. Schooling should be appropriate to his needs. Various surveys show that maladjustment occurs more frequently among children with low I.Q.s—i.e. the dull, ranging from 70 to 85. This is probably due to a combination of mental handicap and inappropriate work and teaching methods (apart from the influence of the home).

(xxiii) The inevitable and perpetual struggle within the individual between the urge to satisfy his own personal impulses and the restraint imposed by the laws, sanctions and customs of society—i.e. the need for sublimation is thereby created.

(xxiv) The continual suppression of strong emotion (e.g. anger) and failure to divert it into more acceptable social channels.

(xxv) Persistent ill-health.

3. (b) The Incidence of Maladjustment

Referring to observations on London children over a considerable period, Burt states: "As many as 4 per cent showed symptoms [of emotional maladjustment] so well marked as to point to an urgent need for special treatment. In another 13 per cent the symptoms noted were sufficient to indicate at least the desirability of further investigation." His general conclusion is as follows: "It will be observed that if these figures can be trusted the number of children suffering from serious neurotic disorder is certainly far greater than the number of mentally defective children and possibly as great as that of the dull and backward. Could we make an intensive attack on these cases in early life through child guidance clinics or similar means, we should, I am convinced, not only save countless individuals from definite breakdown in later life, but enormously diminish the amount of unhappiness, inefficiency and social friction that such conditions eventually engender."¹

4. Signs of Maladjustment

(a) The early stages of maladjustment may be detected by the observant teacher. The following may be symptoms:

- (i) The emergence of a speech defect.
- (ii) Clumsiness and other effects of lack of co-ordination.
- (iii) Serious, perhaps sudden, deterioration in school work.
- (iv) Such habits as nail-biting or excessive day-dreaming.
- (v) Tendency to violence or sulkiness or rapidly changing moods.
- (vi) Carelessness in appearance or sudden changes in choice of friends.
- (vii) Poor eating and sleeping habits.
- (viii) Low vitality and restlessness.
- (ix) Irritability.
- (x) Inability to concentrate and general inefficiency and inadequacy.

(b) More serious and developing maladjustment can be manifested in many ways:

- (i) Delinquency in all its forms may be a symptom (though not all delinquency finds its source in maladjustment).
- (ii) Temper tantrums, fear and anxiety states, distortions in sexual life, strong reactions against authority, exhibitionism, over-sub-

¹ *The Subnormal Mind*, pp. 336 and 337.

missiveness, excessive lying, exaggerated fantasy life, obsessions, bed-wetting and soiling in late childhood and youth, stealing, nervous mannerisms, babyish behaviour are some among the many forms of behaviour which have their roots in emotional maladjustment.

(c) Extreme cases of maladjustment lead not only to nervous and mental disorder but to actual physical disorder—circulatory difficulties, heart troubles and so on.

5. The Prevention of Maladjustment

Since the primary needs of childhood are security, affection and significance, the prevention of maladjustment will consist in providing the best possible environment to fulfil these needs. Home, school and society all have important contributions to make.

(A) HOME

(i) Since experiences in early years shape the personality, all who influence the child at this formative stage should be capable of discharging their responsibilities effectively.

(ii) The home is primarily responsible for launching the child in society. Weakening of home influence in modern society e.g., the welfare state makes satisfactory emotional development more difficult. The state should not become a substitute parent.

(iii) The pattern of family relationships within the home should be consistent and harmonious.

(iv) The home should provide security and affection; parents should be reliable and discipline consistent. The child should feel that parents are concerned for his welfare, that they will love and cherish him even in adversity, and that they are proud of successes, sorry for his failures, forgive his faults and share his ambitions.

(v) The home should enjoy a satisfactory economic, spiritual and cultural life; insecurity is more often the result of parental inadequacy and instability than of economic hardship.

(vi) The home should provide adequate opportunities for co-operative living, for sharing and for responsibility.

(vii) The home should co-operate readily with the other agencies concerned with its children's welfare, and be aware of the welfare services available in case of difficulties.

(viii) Parents should be educated to their responsibilities and to the basic facts of child growth and development through the following:

Preparation for home-making and parenthood at the secondary and further stages of education.

Advice and guidance from ante-natal and other clinics.

Lectures and discussions at Parents' Meetings.

Emotional maladjustment is seldom found in homes where children's needs are adequately met and where life is occupied with useful and productive activities.

(B) SCHOOL

Although many factors producing emotional maladjustment are outside the control of the school, it has an important contribution to make to satisfactory emotional growth. Secondary Education, coinciding, as it does, with part of the period of adolescence, has the difficult task of satisfying the physical, mental, spiritual, moral and emotional needs of the child at a time when he is prone to emotional disturbance. It must not only provide a rich social environment where adolescence grows in character and understanding through the interplay of personalities, and the acquisition of skills and knowledge, but it must seek to counteract by its influence and example adverse conditions in home and society. The influences of the school must be sane, satisfying and consistent, the aspirations of adolescence must be nourished and its impulsive life directed into healthy and creative channels. With a satisfactory environment the developing personality has sound prospects of attaining an adult maturity that is at once social, satisfying and fully individual.

(i) The main emotional incentives which influence school progress are success, satisfaction, significance and interest. Distaste, fear and dislike arise from continued lack of success, from too early an introduction to abstraction and from failure in the early stages to master the basic skills. To foster a healthy attitude and satisfactory response the work should be suited to the capabilities and interests of the pupil. He should be faced with tasks within his capacity so that self-esteem, self-confidence and self-discipline are developed and encouraged.

(ii) The early and insistent need of all children is for expression; a gradual emancipation from the fantasy life of the pre-school child is achieved if the school provides adequate opportunities for expression through drama, music, art, nature study, creative crafts, movement and play. Activity and expression provide the equili-

brum necessary for later progress. Play is one of the most potent factors in emotional development even at the secondary stage.

(iii) All personal relationships within the school should be courteous and friendly based on mutual respect and happy experience in community living.

(iv) The personality of the teacher is of paramount importance; hence the need for emotionally mature teachers with high personal standards.

(v) The teacher's attitude to the pupil's ability, to the assessment of his work and to the methods and materials used all influence emotional growth.

(vi) Buildings, equipment and materials should provide the best possible facilities for all the activities of the school community.

(vii) The school should offer:

Suitable spiritual and moral experiences.

Outlets for service and responsibility.

Opportunities for co-operative living and working, not only through its normal programme of work, but through a wide range of outside activities.

Experience with living things—animals, gardens, etc.

Competition between equals.

(viii) Standards of discipline, rewards and punishments should be consistent and based on sympathetic understanding of the pupil's problems.

(ix) Praise and encouragement foster desirable development. Unfair and harsh criticism and humiliation produce maladjustment.

(x) The teacher's attitude to undesirable behaviour is important. There is a tendency to treat symptoms rather than investigate causes: for example, the behaviour of an active, assertive child—rudeness, disobedience, truancy—may be regarded as more serious than the maladjustments of the quiet, nervous, apprehensive child.

(xi) The school should possess detailed knowledge of the child's home background and a sympathetic understanding and treatment of emotional and other problems resulting from inadequate and unsatisfactory home circumstances. Contact with the home should be close and intimate. Parents should be encouraged through Parents' Meetings and personal visits to discuss the problems of their children with the teachers.

(xii) In persistent cases of emotional maladjustment, the school

should not hesitate to seek medical advice or to make use of other welfare agencies.

(xiii) At the secondary stage in particular it should form part of the aims of the school to prepare pupils for transition to the adult world and to prepare them for the responsibilities of parenthood, citizenship and employment.

(xiv) The school should provide a sensible approach to sex instruction and to fostering right attitudes towards it.

(xv) Through its own programme of hobbies and out-of-school activities and through the fostering of outside interests, the school should encourage its pupils to develop productive and worthwhile leisure pursuits, which may be continued into adult life.

At all stages of school life successful emotional development consists largely in satisfactory adjustment to persons, experiences, and situations, and, with increasing knowledge and social consciousness, to ideas and ideals. Many minor maladjustments can be remedied by the poise and personality of the teacher, by providing a satisfying and pleasant environment, or by removing the cause of the frustrating experience. The school should not only provide suitable sublimating activities, but its teachers should recognise the value of such activities in which the children are engaged outside the school.

(C) *SOCIETY*

Society embraces all those influences which affect growth and development; its influence is more incidental and less consciously applied than that of home and school.

(i) Society should be consistent in its demands on the individual, in its rewards and punishments and in the opportunities it provides for satisfactory spiritual, moral, social and economic life.

(ii) The social significance and value of an individual's work were obvious in smaller and early communities (e.g. the village). The contribution of each individual in a predominantly modern urban society is not so evident; a malaise of modern society is the failure by the individual to appreciate the value of his work to the community, and the feeling of irresponsibility and insignificance it engenders. Development of the right attitudes and satisfactory emotional growth become increasingly difficult as the complexity of society increases. Nevertheless, it is the responsibility of society to make the individual aware of his importance to its industrial and social life.

He should feel that he owes it to others, as well as to himself, to take life seriously.

(iii) The right spiritual and moral values in a society will influence the emotional development of its members. The relationship of the Church to society plays an important part; one urgent need of society to-day is a spiritual revival.

(iv) Society should provide adequate outlets for leisure—e.g. playing-fields, youth organisations, community centres.

(v) The Press, radio, television and cinema should be used by society for raising its general cultural level.

(vi) Society should foster local community spirit and should offer opportunities for responsibility and service.

(vii) Adult members of society should set high standards of example to its younger members.

(viii) Society should ensure adequate medical and other services and should accept responsibility for its weaker members—e.g. the sick and defective.

(ix) Good standards of taste should be set in public buildings, houses, the design of furniture and equipment.

(x) Society should provide a comprehensive educational service. This should include in particular:

An extension of Nursery Schools. These offer opportunities for establishing routine, rest and play under expert guidance, and for adjustment at an early age to other children outside the home.

Child Guidance Clinics and other welfare agencies for the treatment of maladjustment.

6. Conduct and the Emotions

Education of the emotions is as essential to the satisfactory and complete development of the individual as is the satisfaction of mental, physical, spiritual and moral needs. Primitive emotions have to be modified and sublimated by experience to meet the needs and sanctions of the society to which the individual belongs; success in resolving the inevitable conflict between the demands of society and the primitive urges of the individual will lead to satisfactory emotional development, to good social attitudes and conduct and to satisfactory patterns of personal relationships.

Chapter III

MENTAL DEVELOPMENT

The Nature of Mental Ability and Its Growth

I. The Main Features of Present Knowledge

It has long been held that mental growth depends largely on factors of heredity just as surely as does physical growth. Thus the term "innate mental ability" gained currency. Mental performance of any kind, as for example in reading, is dependent on (a) innate mental ability and (b) training in the widest sense of the word. The efficacy of the training is limited by the innate mental ability.

In recent years knowledge of the nature of the innate mental ability and its growth has been extended considerably by experimental studies. It may be well to summarise briefly the main features of present knowledge.

(i) The stage of mental development which has been reached may be measured by a standardised test of general intelligence, the result being expressed either as a mental age or as an Intelligence Quotient. Such tests are of two kinds, namely, individual tests and group tests. In both it is customary and, indeed, necessary to ask questions which require the application of acquired knowledge or skills in various forms, in order to probe the ability which may be expressed in these forms.

The intelligence test is therefore designed to assess the general rather than any particular mental capacity. The result of the test is a very fair indication of the child's all-round capacity to acquire and use new knowledge and new skills.

(ii) General intelligence cannot be regarded as a simple variable: it comprises many complex factors all centred on a common factor from which none can be completely isolated. These factors may develop independently at different rates. At different ages, therefore, a child's innate mental ability may be manifested in different ways. There is no evidence to suggest that the stoppage of growth of one factor will necessarily be accompanied by the cessation of growth of others.

(iii) Mental growth in *all* children continues during adolescence and beyond it.

(iv) The average rate of mental growth of any individual is directly related to his innate mental ability. Thus, the Intelligence Quotient tends to remain steady. It denotes both the stage of development and the rate of that development. It does not follow, however, that the rate is necessarily constant from infancy to physical maturity; fluctuations may occur. This is one reason why a single measurement of a child's intelligence, invaluable though it may then be to his teachers, is not sufficient for all time.

(v) The average rate of mental growth varies considerably from one individual to another. Some adolescents approach their maturity much more rapidly than the majority; others, and particularly the dull, mature much more slowly.

(vi) There is no normal pattern of mental growth against which the individual may usefully be compared. In adolescence, however, many children begin to show marked aptitudes in particular directions. This is due to the advanced growth of special abilities which in conjunction assume the form of a particular bent or talent. Examples of these aptitudes are literary or linguistic; number; spatial perception; manual dexterity; mechanical; musical; artistic.

(vii) Special aptitudes are not always clearly defined; there is a considerable overlap of the special abilities which contribute to one or another aptitude. The degree of a dominant aptitude may be surprisingly inconsistent with the child's level of general intelligence.

(viii) Aptitude tests have been devised in order to measure these emerging mental powers of the adolescent. Although they may succeed in detecting the higher levels of aptitude, they offer no support for the belief that people can be separated into clearly demarcated types—academic, technical and practical.

(ix) The mental abilities involved in reading, spelling, reasoning and memorising continue to grow after the onset of adolescence. Furthermore, low attainments shown by initial tests in the Secondary School may sometimes be raised considerably if the pupil realises that his wishes and ambitions can be served thereby, and if at the same time the methods of remedial teaching are sound.

(x) There are no significant differences between the average mental calibres of boys and girls or between their relative ranges of performance. This applies not only to the growth of general intelligence and the development of aptitudes, but also to performance in

school subjects. For example, there is no evidence that girls are inferior to boys in motor skill and mechanical aptitude. Attainment and development of either sex in certain directions are often greatly influenced by tradition and social pressures.

(xi) Mental development increases more consistently with age than does physical growth. It is not affected by physiological and physical changes, and there is little direct relationship between mental growth and the onset of puberty. Increases and decreases in the rate of mental and physical growth occur independently of one another.

There is little or no correlation between mental and emotional development. It does not follow, however, that attainments in school subjects are not affected by the emotions. They may be either hindered by emotional disturbances within the child or promoted by emotional satisfaction. Conduct is influenced by intelligence, since it may be ruled by thought. Likewise, moral judgment depends on the capacity to understand the relevant factors in a given moral situation. The display of the emotions too may be controlled by the exercise of intelligence.

(xii) Children can never be described solely in terms of measurable physical and intellectual powers. Human relationships may affect many aspects of their response to training, including those measured by mental tests, which were once held to assess only inherited intellectual powers. Indeed, the effects of social and emotional influences on mental performance are considerable. Therefore, for the proper assessment of the mental ability of a child, the most favourable conditions and the most effective stimuli for that child must be created.

2. Adolescence

Adolescence brings maturation of general intelligence and special innate abilities together with accelerated physical development and emotional change. The total effect of these is to increase the number, intensity and variety of interests. Often, especially after the age of 14, a great increase occurs in such interests as nature, music, art, poetry, religion, literature and in social activity. Many interests and enthusiasms are short-lived and should be regarded as experiments in the search for something of more permanent appeal. Limited interests may denote the arrest of development, poverty of intellect or self-absorption at a time when intellect and emotion should be flowing outward to the child's environment.

Children leave school at the time when many interests have been aroused. If these interests thereafter lack stimulation by further education, by environment or by adults, the children fall back on inferior cultural material—for example, literature, films and everyday art as displayed in manufactured goods of many kinds. Interests often indicate future employment or future leisure occupations. They also provide the basis of future moral code, as many young people accept the code of the group they join instead of thinking out their own philosophy. The interests of the pupils are therefore of vital importance in education.

Adolescence is a period of adjustment of the child towards society and of society towards the child. Successful adjustment is conditioned by mental development, environmental and social pressures, physical and physiological changes and emotional growth.

One of the difficult features of adolescence is extreme variability of mood. This often arises from a conflict between a growing awareness of strength and power, with an urge towards independence, and a feeling of personal inadequacy, lack of knowledge, experience and skill. Such uncertainty produces a variation from aggressiveness to timidity and inconsistency of work and achievement. During this stage of development the child is in need of a haven to which he knows he can always return and where he knows he can be sure of finding consistency and stability. It should be the business of the school to provide this haven. The adolescent needs to give and receive love and affection, to be accepted by his group, to exercise responsibility and to make a contribution to the group, to have opportunity for new experiences and creative activities, to experience success, to meet members of the opposite sex, to secure commendation and approval from adults. Ambitions are often beyond attainment, and failure in work or in achieving social acceptance may result in anti-social behaviour or find compensation in other undesirable ways. By the organisation of its curriculum and the opportunities it provides for a wide variety of sound experiences and community living, the school will contribute to the mental, physical, spiritual and moral needs of its pupils. The satisfaction of intellectual needs should not be confined to the formal instruction. Opportunities should arise for practical and creative activities. The Sciences and Humanities provide opportunities for intellectual satisfaction. Arts and Crafts supply outlets for creative and constructive experience

and æsthetic and emotional satisfaction, although these satisfactions are not confined to any particular group of subjects or activities. For the full development of the individual the Secondary School curriculum must provide experiences in all those fields of activity.

3. Growth and Learning

Growth and learning are parts of the same process of development. The maturing individual grows and learns at the same time and it is impossible to assess accurately the exclusive effects of teaching divorced from the normal progress due to maturation. When a child reaches a satisfactory maturity level for a particular kind of learning, then such learning takes place readily. Forced learning in advance of this maturity is inefficient and may inhibit and confuse learning when the time for its natural introduction arrives. Learning experiences should be planned in terms of difficulty, scope and sequence in accordance with the child's maturity.

It follows that teaching methods which rest predominantly on a single approach to a whole class are inappropriate. Techniques of teaching groups and individual members of the class are required and they inevitably demand careful forethought and preparation.

(A) *THE LEARNING PROCESS*

One of the oldest and simplest processes of teaching is to regulate cause and effect in such a way that the learner is trained to respond to a particular stimulus in a particular way. The principle is the pleasure-pain motif: the correct response brings pleasure, whilst any other response brings discomfort or pain. Young children learn habits of behaviour in this way, i.e. by conditioning. Their sensory development and motor skills are also conditioned. In adolescence, however, this mode of learning tends to be superseded by learning processes more appropriate to higher levels of mental activity. These processes are discussed in later pages.

Another mode of learning, the importance of which is not always recognised, is that known as "suggestion". There is a general tendency for the individual to adopt the modes of action, feeling and thought of others. When that adoption is unwilling or unconscious, "suggestion" is the mode of learning employed. By suggestion the learner assimilates an idea uncritically: it may be true or false. In everyday life and in intellectual thought suggestion is powerful. Rumours, superstitions, religious faiths and attitudes to people and

things are passed to the individual by the group, family or school largely by suggestion.

Teachers convey many ideas quite unwittingly. Their pupils are very suggestible. It follows that the teacher should consider the use he will make of suggestion through his own teaching and through the use of particular books. As a corrective against undue suggestibility, he should deliberately try to build up in his pupils (by the use of other learning processes) a critical, questioning attitude. The insidious effects of certain kinds of propaganda and advertisements which exploit suggestibility may thereby be counteracted. Again, the unfortunate effects of hero-worship should be minimised. It is natural that adolescents should have "crushes" and that they should then adopt by suggestion ideas and standards exemplified in the hero. They should, however, learn something about the fallibility of man, so that they need not be shocked unduly to find their idols have feet of clay.

Modern concepts of education regard learning as a means to an end rather than an end in itself; it is no longer regarded as a passive or isolated activity, but as something acquired from experiences which have meaning and purpose for the child. Thus, learning is experiment and exploration in search of a meaning. It is far more intuitive than is usually supposed. The teacher must organise his work very carefully to provide the best conditions and situations for the process to take place. Successful development is evaluated not only by what the child knows but by what he becomes.

Education should guide the pupil towards profitable experience, but he should be an active participant in planning, executing and evaluating.

The basis of any effective organisation of learning is to centre upon and emphasise meaning. Understanding is the ability to act or feel or think intelligently about a situation. It indicates the ability to use or apply what is understood. Understanding varies in definiteness and completeness from person to person, one pupil grasping more completely one aspect of what is being done, another pupil a different aspect. Understanding should usually be verbalised, formulated in clear language in order to clarify meaning. Language is the medium of thought.

For effective learning, teaching is not dependent merely on the amount of exercise and practice. As far as possible the approach should be through understanding.

In the basic processes of learning much use must be made of simple, concrete, manageable material. By dealing with such material, pupils are able to clarify and grasp essential meanings.

The learner should be helped to establish a line of attack. He should ask questions and try to find the answers. These questions must be genuine challenges to understanding. Merely to present an assignment or topic is not enough. Pupils should participate by means of discussion, suggestions, questions, criticisms and the making of plans. The individual learner should be encouraged to perform for himself the experimentation through which alone good learning is possible.

The learner should be helped towards self-criticism and self-direction, to be aware of what he is doing, of whether and to what extent he is succeeding, or where and why he is failing. The practical value of all evaluative procedure and devices is that they make possible self-criticism, self-guidance and, therefore, self-improvement. Conventional practices in evaluation enable the teacher to assign a mark; this gives the pupil an idea of the "result", but not whether the method of working and studying is good. Class discussion and group working can establish almost continuous self-evaluation, for the individual is constantly comparing his ideas with those of his fellows. Provision must be made for helping the learner to be conscious of how he is learning. To improve he must progress from his initial ways of performing by creating new and better ways.

The importance of incidental or uncontrolled learning should not be underrated. Such learning takes place outside that which is deliberately set up by the teacher to be learned and even outside that which the pupil sets out consciously to learn. It may take place in any lesson. It is not always desirable; dislike of a subject or teacher, and wrong habits of working may be learned in this way.

(B) *MEMORY*

It is not easy to distinguish between memory in a broad sense and learning in general. Memory has to do with acquired knowledge rather than with mental or physical skills; to answer questions of fact, to give information, to repeat the words of a passage, as opposed to the capacity to make an analysis, develop a proof, use a language or perform an act of physical skill. It involves a considerable degree of exactitude. It is a process of differentiation, integra-

tion and emerging precision. Memory is a purposive process. In memorisation the will to learn is of paramount importance; there should be an aim in view.

(C) *DRILL AND REPETITION*

Learning does not depend either on sheer repetition or on strong habit formation. Repetitions and drill are often greatly overdone. Retention of factual material is less important than understanding and applying what is learned. Over-practice can bring boredom, loss of objective and fatigue.

Drill is the intensive practice of a skill or problem isolated from its setting. It belongs properly to the end phases of learning, the consolidation and polishing of the pattern which emerged from the experiment. Understanding should come before drill. The drill should meet the individual's difficulties, needs or problems. Mass drills (of the class) can be inefficient and wasteful.

(D) *THINKING*

There are no general rules which enable the individual to think clearly in all kinds of situations and problems. Different situations require different modes and disciplines of thought, and, consequently, diversity in the curriculum is essential.

Thinking requires a background of information related to the problem. Problem solving must be based, to a considerable degree, on a real and felt problem. The curriculum should be adjusted to meet the needs, interests and maturities of the pupils. Hypothetical problems tend to create boredom.

Problem solving takes place at a much higher psychological level than rote learning. The climax of problem solving is reached when relationship, generalisation and application of a principle are appreciated—i.e. when insight is achieved.

Success is more readily attained when the problems are constructed in terms of the child's everyday life and interests. In the early stages direct experience is the most effective method of learning how to solve problems; the effectiveness of learning is related to the reality of the situation faced by the learner.

Thinking is part of the total response of the individual; it does not occur without memory learning, motor learning, or conditioning. Problem solving is therefore one aspect of the total process of adjustment to life's various situations. For young children, thinking

accompanies play, construction and creative activities. In later years, language and symbols play an increasingly important part; verbalised thinking to a considerable extent replaces earlier motor action.

During adolescence, problems become more definitive and more complex, and generalisations are used to arrive at solutions. Suggestions, experimentation, inference and generalisation play an expanding role as the individual matures.

The chief difference between the thinking of old and young is found in the content of experience and in special interests rather than in the process employed. After early childhood there is a close connection between the type of reasoning employed and the situation which evokes it.

The Task of the Secondary Modern School

The ages of the children range from 11 + to 15 + and their Intelligence Quotients from 55 to 110 on the Terman-Merrill Scale of Intelligence. The spread of intelligence at successive ages is shown in the following table:

<i>Chronological Age</i>	<i>Mental Age Range</i>
11	6.1 to 12.1
13	7.2 to 14.3
15	8.5 to 16.5

The children, therefore, differ widely in the innate ability to solve problems and to make adjustments to new situations. They differ in their endowment of the special abilities—e.g. in Music, Art or Crafts—which may be associated with any level of intelligence. Their standards of attainment in school subjects are necessarily varied.

The task of the school is to provide the environmental conditions, the organisation, the curriculum, and the educational treatment in teaching methods and approach which recognise the mental and emotional differences among the children and promote good mental growth within the framework of mental, physical, spiritual and moral development. This task is twofold, namely:

The inculcation of attitudes.

The teaching of factual knowledge and a variety of skills.

4. The Inculcation of Attitudes

Attitudes are of three kinds; namely, to self, to others and to life. To list them in detail would require much space.

Every child should develop a self-respect which is satisfied only with the best possible standards of work and play, behaviour and outlook. The school should nurture the virtues of courage, humility and faith which will enable him to face the hazards of life and overcome them.

Good neighbourliness requires tact, courtesy, patience, sympathy, understanding, tolerance, honesty and gratitude. To work and play with others harmoniously and conscientiously, the same attitudes are required. In the realm of morals, the training of the child should lead him to appreciate and respect tradition, justice and authority. He should learn to appreciate and respect beauty, character and finish in the realm of craftsmanship. A most important attitude in the world of to-day is independence of judgment. This requires discrimination, intelligence and courage.

All the desirable attitudes may be summed up in the phrase "a constant striving after perfection". The acquisition of these attitudes will be influenced by the following:

(a) The school environment. This should exemplify standards of beauty, dignity, order and cleanliness. It should be pervaded by a spirit of happiness based on good personal relationships between members of staff and between staff and pupils, and in which discipline fosters self-control. High standards should be apparent to the child in all things receiving the approval of, or acceptance by, those in authority over him and by his school-fellows. Here lies the necessity of a good "tone" in the school; school life and activities should provide opportunities for leadership, and for developing a sense of responsibility and of service.

(b) School work. This includes:

- (i) the use of correct and appropriate teaching methods;
- (ii) a recognition by teacher and pupil of the value of achievement;
- (iii) the training of children to be physically and mentally alert, persistent, thorough and accurate;
- (iv) opportunities for initiative, creative work, reasoning and constructive planning;
- (v) the content of the curriculum.

(c) Good relationships between school and home, and school and community.

The space given to the subject of attitudes has been comparatively

small. That is due largely to the fact that other chapters of this book deal with the same subject. It is due also to the difficulty of translating into words a quality of education which is essentially of the spirit. The attitudes of the teaching staff will colour every minute facet of their example to the pupils. The way they do their job—for example, the preparation of their lessons and their supervision of the pupil's work—the kind of authority they assume, and the kind of people they show themselves to be are more powerful educational forces than anything they set out consciously to teach.

The prerequisite to efficient education in regard to the inculcation of attitudes is therefore the recruitment to the staff of the school of men and women of fine character and wide sympathy, and the appointment of a Head Teacher who will lead them effectively and harmoniously.

5. The Teaching of Factual Knowledge and Skills

Earlier in this chapter, it has been established that the learning process takes place within the pupil in relation to the stimuli he finds in his environment. Learning should be induced but not compelled. At the outset and continually thereafter, it is for the teacher to assess the mental capacity of the pupil, his present knowledge and skills, to select factual knowledge and skills appropriate to the immediate and future needs of the pupil, and to proceed to set up stimuli which will impel the pupil towards definite objectives.

Apart from its obvious material needs, the school requires:

- (a) a purpose, understood and served by the whole teaching staff;
- (b) an adequate staff of suitably qualified teachers;
- (c) a curriculum and organisation based on sound educational principles;
- (d) techniques of teaching which promote the maximum rate of progress in the individual pupil.

It is relevant to note that insistence on the study of the individual pupil is idealistic unless the size of the class in which he is taught is manageable by the teacher.

The teaching staff should consist of specialist and non-specialist teachers, each of whom should appreciate the primary importance of his role as an educator concerned with the whole development of the pupil.

6. The Facts and Skills to be Taught

The curriculum should recognise as necessities:

(a) The teaching of the following skills:

- (i) To speak clearly, fluently and pleasantly.
- (ii) To read for meaning and enjoyment.
- (iii) To write clearly and legibly.
- (iv) To calculate accurately.
- (v) Physical manipulation such as that required in the practical affairs of everyday life.
- (vi) To think clearly, with discrimination and judgment.

(b) The teaching of facts which:

- (i) Contribute to the acquisition of a skill.
- (ii) Form a basis for reasoning or understanding or for the inculcation of a desired attitude.
- (iii) Enable the child to cope with new experiences.
- (iv) Satisfy or promote an enquiring mind.
- (v) Nourish creative ability.

It is necessary further to determine the scope of the work with which the individual child may deal effectively. This should be graded in accordance with his intelligence, aptitude and interest. Every child will learn facts and skills of practical use relevant to his surroundings and likely to form part of his present or future experience. His curiosity should be stimulated and he should be encouraged to do creative work. For the brighter child the scope of the work should be progressively widened to include that which is theoretical, which demands interpretation of ideas not altogether within the child's experience and which satisfies the greater natural curiosity of the brighter child and develops his creative ability in the mental field.

Teaching Method and Approach

It is important to recognise that:

- (a) Work should be within the child's ability so that it may be accurately done and well finished, providing him with a measure of success. In scope and approach it should keep pace with his developing ability and growing maturity.
- (b) The child's chronological age is important in determining his interests and outlook, whatever his mental ability.

(c) The ability to learn or reason without concrete example is difficult for many children.

(d) Work should be relevant to everyday life.

(e) The child should be trained to work alone so that self-reliance may be encouraged.

(f) The child should be taught to work as a member of a group.

(g) The child's ability in different subjects may vary greatly, but his attainment in English will to a large extent determine the nature of the work that can be set for him and the teaching method and approach that can be used.

(h) Above all, opportunity for full mental effort and activity on the part of the child should be ensured: he should be provided with the varied mental and physical experiences requiring the application of his intelligence and the development of his aptitudes.

Thus the technical approach of the teacher must be determined by consideration of the most effective way for the child to study. In the early stages of development his understanding depends on concrete situations, experience, and demonstration using various kinds of aural and visual aids. During the secondary stage many children will continue to learn most effectively by the same means. Others who are more intelligent will also learn to understand an idea presented in words and may ultimately use books and speech as their principal means of learning.

With regard to memorisation, which is a necessary process in the acquisition of factual knowledge, the teacher's techniques should include the following:

(a) Repetition of the same essential facts in a variety of ways and settings.

(b) The use of visual or other aids as methods of fixing the fact in memory.

(c) The motivation of the child's own effort.

The teacher will foster enquiry by the following sequence of teaching method:

(a) Setting as an exercise a simple quest for facts using given books of the appropriate reading age, making verbal enquiries or by observation.

(b) Giving scope for a measure of independence in assignment work and thus recognising the growing capacity of the child to generalise.

(c) Stimulating research which involves the application of ac-

quired knowledge and the use of reasoning, the perception of relationships, and the solving of problems.

The child's creativeness is served by acquired skills and knowledge. In school his creativeness should find many outlets. Those requiring co-ordination of hand and eye, or sensitive manipulation, or the nicely balanced control of the whole body are served by techniques of craftsmanship. These should be taught in an ordered progression which will appear ordered and necessary to the pupil. Through his own free experimentation he should feel the need of technical skill and he will then willingly accept appropriate courses of technical instruction and practice. In Art, Light-craft, Needle-craft, Woodwork, Metalwork, Physical Education and Housecraft the teacher should aim at imparting skills which will serve spontaneity and thought. The progression of work should carry the pupil forward from the early phase of learning by trial and error, through the phase of learning by demonstration and practice, to the employment of processes explained verbally.

Intellectual or mental creativeness is also served by skills, sometimes mental, sometimes manipulative, sometimes combinations of both. The teacher has to stimulate thought which will bring those skills into action. The pupil should gradually acquire the power of independent thought and action, stimulated more and more by his own observation—what he sees, hears and feels—and by his own acquired knowledge. It is not uncommon for Secondary Modern School pupils to take up hobbies in which they become so absorbed that their minds and hands are fully engaged. They then show remarkable resource and achievement, often without the help of adults. In schoolwork it should be the aim of the teacher to encourage similar powers of thought and action by creating situations in which the pupil's interest will be caught to such an extent that he will be spurred by his own will rather than that of the teacher.

7. Incentives and Stimuli

The best response of the pupil cannot be obtained merely by order. In the following list methods of securing a good response are suggested:

(a) The acceptance by parent and child of the value of the work of the school.

(b) The interest for the child in the teaching material used; its purposefulness.

(c) The satisfactory fulfilment of the creative urge in the child; his sense of achievement.

(d) The recognition of the value of a change of stimulus at 13 +.

(e) The recognition and utilisation of aptitudes and the special abilities which contribute to them.

(f) The interest shown within the school in the future career of the child.

(g) The opportunities for Further Education available to those satisfactorily completing their courses of Secondary Education.

(h) The examination and mark system of the school, the methods of assessment of the pupil's progress.

(i) External examinations within the capacity of the child and not opposed to the policy of the school or indirectly detrimental to the welfare of any child within it.

(j) Reports to parents, the leaving report, and possibly a leaving certificate.

From the foregoing it will be evident that a detailed study of each child, his ability, emotional difficulties and the environmental influences to which he is subject is of paramount importance. A full transference of information on each child from the Primary School is essential. The continuance of these records in the Secondary Modern School is important, not only for vocational guidance, but also to ensure that the development of the child may be continuously assessed. The form of the record should be such that information is readily available to members of the teaching staff.

8. Correct Grouping of the Pupils

Before teaching and learning at the secondary stage commence, the school must be organised in such a way as to bring together groups of pupils with similar needs. This is not simply a matter of "streaming" the school by consideration of ability and attainment, nor merely an administrative device for producing economy in the staffing of the school. The organisation of the school should recognise the following educational principles:

(A) AGE

Adolescents are conscious of the natural prestige of seniority by age. Primarily, therefore, they should be separated into strata which give homogeneity of age and a sense of progression from year to year throughout the Secondary School Course.

(B) INTELLIGENCE AND ATTAINMENTS

Initially, grouping should be on the basis of intelligence, due regard being given also to attainments in the basic subjects of English and Arithmetic. If there is a significant discrepancy between intelligence and attainment, weight should be given to the latter until backwardness has been successfully remedied.

The grouping should recognise the content of the curriculum appropriate to different levels of ability, and also variations in requisite teaching methods.

Because of the practical and individual nature of the work involved in Housecraft, Gardening, Needlework, Art and Crafts, Woodwork, Metalwork and Science, smaller groups are required for these subjects and it is usually satisfactory to produce them by halving each of the basic forms.

Within each of the classes or forms described in accordance with the foregoing the needs of the pupils will still be varied, and further grouping is therefore required. Such grouping should be arranged in accordance with standards of attainment in the particular subject.

(C) ALTERNATIVE COURSES

The evidence accumulated during the first and second years of the Secondary School course should guide teachers, parents and the pupil to the proper choice of an Alternative Course. The choice should depend, *inter alia*, on emerging aptitudes, careers, interests and the pupil's scholastic record. The choice will also be influenced by the range of Alternative Courses provided in the school and the number of places available in each. If the pupil is to respond well to the Alternative Course he undertakes, he should be made to feel that the choice is the outcome of very careful consideration of his particular needs. The content of the course, the attitude of the teachers to the course and their approach to the teaching should stimulate enthusiasm and endeavour in the pupil. It is useful to recognise that the grouping of pupils in the Alternative Courses should be by interest and aptitude in addition to age, intelligence and attainment.

Ideally, pupils following a particular course should be taught separately for all those subjects of the curriculum requiring syllabuses and methods of approach and treatment which together give the course a distinctive character. The only subjects which do not fall into that category are Religious Instruction, Music and Physical

Training; for these subjects the mixing of pupils from different Alternative Courses is not objectionable. If staffing and accommodation difficulties necessitate the combination of two or more Alternative Course groups for other subjects (e.g. History, Geography and certain aspects of English and Mathematics), the work of the teacher becomes complicated. He must then try to preserve an awareness of their dominant interest in the particular Alternative Course they follow. The work in all those subjects which are characteristic of the Alternative Course is highly charged with technical interest.

The effect of pupils leaving school before the close of the four-year Secondary Modern School course is not only that their Alternative Course is incomplete, but also that the group to which they belong dwindles in size at the very stage when the earlier work is brought to fruition. Until the law is altered, schools can only do their best to persuade parents and employers of the value of the completed course.

The recognised Alternative Courses in Cheshire Secondary Modern Schools are:

Technical for Girls

Technical for Boys

Commercial for Boys and Girls

Rural Studies for Boys and Girls

Practical for Boys and Girls

Experience seems to justify these five as a variety of sufficiently distinctive courses to suit the needs of most pupils in the Secondary Modern School. In each it is possible to blend thought and action, idea and its application, in such a way that mind and body develop in harmony. Some pupils show little propensity for manipulative processes such as those involved in Woodwork, Metalwork, Housecraft, Gardening, Art and Craftwork. Their special abilities may take them more noticeably in the direction of Mathematics, or Science, or Language, or History, or Geography. The fact that there are such exceptional pupils must be admitted and faced. The solution to the problem is not necessarily to create another Alternative Course, for, clearly, no single additional course could satisfy them all, but rather to develop more flexibility in the organisation of the school. Thus, it should be possible within a particular Alternative Course to allow of some adjustments to the time-table in the inter-

ests of pupils whose needs do not coincide exactly with those of the majority. There are welcome signs of such developments in a few schools. Implicit in the whole of this chapter is the idea that teaching methods should continue to move in the direction of work with small groups or individuals, that secondary pupils are capable of much self-propelled, unsupervised work and that unless they acquire attitudes and interests that will enable them to find satisfaction in self-imposed and self-regulated work or study, their education is far from complete.

The organisation of classes at any stage should therefore be followed by the organisation of groups within the class, whilst techniques of teaching should be developed which promote the habits of independent study and activity in small teams or by individuals.

Chapter IV

PHYSICAL DEVELOPMENT

PHYSICAL development in the full sense of the term denotes (a) physical growth, (b) the promotion of physical health, and (c) the development of physique, physical agility and motor skills. Contributory to these are mental development and moral attitudes.

Motor skills are employed in every form of physical activity, including the smaller motor skills used in writing and crafts.

I. The Scope of Physical Education

The term "physical education" is now used in preference to physical training because it covers something much wider than is normally suggested by the latter term. It is something much more than drill training in discipline, or an antidote to poor physical condition. The objectives of physical education are not purely physical, and they may be summarised briefly as follows:

"To aid the complete development, both structural and functional, of the body; to cultivate the self-control, self-confidence and self-respect which a sense of physical efficiency can give; to develop those social qualities required in team games and various types of physical activity, for example, fair play, friendliness, courage, perseverance and endurance; to provide a natural outlet for high spirits, and to implant a taste for activities which, in later life, can be enjoyable recreations as well as a means of keeping healthy."¹

The various branches of physical education embrace all those aspects of education which influence the physical well-being and health of the child, including his mental attitude to his body and its welfare.

In the Secondary School the different branches of the work followed in the Primary School should be continued and considerably expanded to make for greater skill, strength, daring, speed and keener competition, and to provide more activities and opportuni-

¹ *Youth's Opportunity*, H.M. Stationery Office.

ties for expression, co-operation and leadership. During these years rapid changes occur in the physical and emotional development of both boys and girls. The earlier development of girls and the divergence in physical strength and interests between the sexes require a greater sex differentiation in physical education than at an earlier age.

The scheme of physical education in Secondary Schools should therefore be very broad. It should include (a) the normal physical training lessons in the gymnasium, hall or playground; (b) properly organised games; (c) athletics; (d) swimming; (e) dancing; (f) personal contests such as boxing and wrestling, and (g) wherever possible, a variety of such healthy open-air pursuits as camping, rambing, cycling, climbing and expeditions by land or water which not only create a love of the open air and good fellowship, but foster habits of self-reliance, initiative, endurance and perseverance. British boys and girls inherit a traditional love of games and outdoor activities. The school should cater for their interests, characteristics and future needs. The scope of the scheme of physical education will be determined by:

- (i) the facilities available to the school;
- (ii) the environment of the school;
- (iii) the physical condition of the pupil.

In addition the school should provide health education by promoting a positive interest in health, and by teaching healthy ways of living. There should be close co-operation between the school and the Medical and Dental Services.

2. Healthy Environment

The most important environmental influence on a child is that of his home and family relationships. It is therefore desirable that the school should know as much as possible of the home environment of each child, and that teachers and parents should have a real understanding, one with the other.

The environment within the school should be such as will make the school a fit place for training in healthy living and the formation of healthy habits. Apart from new schools which provide a very good environment, it is difficult to produce the best conditions in a large number of older schools.

The following conditions are of prime importance:

Light, well-ventilated rooms.

Colourful, pleasant and artistic decorations.

Hot water, soap and an adequate supply of clean towels.

Adequate cloakrooms and facilities for drying clothes.

Hygienic lavatories with washbowls in close proximity.

Good storage arrangements.

Furniture which is easily moved and easily cleaned.

Seating suited to the size of the pupils.

Playgrounds and playing-fields adequate to the size of the school.

Clean, tidy and attractive school grounds.

Necessary as it is for the Authority to provide the best possible facilities, training in healthy living will fail unless continual attention is given to the proper use of these facilities by every member of the teaching and non-teaching staff.

Nutrition is primarily the concern of the home, but the school now plays an important part by the provision of milk and midday meals.

A good social atmosphere during meals is most desirable and there should be ample time for eating and conversation. The children should be trained to acquire good feeding habits and good table manners.

Adolescents often need to be encouraged to drink milk.

3. Health Education

Health education has three main aims—(a) the formation of healthy habits; (b) the development of right attitudes towards health, and (c) the acquisition of the necessary knowledge about healthy ways of living. It would be unwise to treat health education as if it were a limited body of knowledge to be dealt with only in set lessons.

Education for healthy living is largely a matter of training in good bodily habits. Learning healthy ways of living and learning about health are the concern of every member of the school staff. Constant attention should be given to cleanliness of the body, care of the teeth, eyes, ears and hair, care of clothing, wholesome food and eating habits, sleep and rest, fresh air and sunlight, cleanliness of the school and proper use of sanitary equipment. Knowledge of plants through gardening, the rearing of small mammals, and expeditions to collect nature specimens are activities which arouse interest and

lead to questions of wide biological import and references to the human body.

At the secondary stage the healthy habits, well rooted in earlier years, must be continued, but the time is now opportune for a closer link between practice and theory, and instruction should be more deliberate than at the primary stage. In all Secondary Schools specific provision should be made for health education through the medium of the subjects of the curriculum. Physical Training, Science, Biology and Housecraft have a direct bearing on health education; History, Geography and Religious Instruction, and indeed all subjects, can also contribute to it. The extent to which the course of health education may be deployed among these subjects will depend on the organisation of the teaching in a particular school and on the teachers themselves. The really important condition is that there shall be on the school staff a person who is qualified professionally and temperamentally to co-ordinate the planning, and to accept responsibility for ensuring that health education receives adequate and continual attention.

It is important that instruction should be given to all boys and girls in Elementary Anatomy, Physiology and Hygiene, and that, in the early stage of Secondary Education, the pupil should gain some knowledge of how the human body works. In the first year of the school course specific instruction should be given to girls in the problems of personal health which arise with the onset of menstruation, otherwise there is a very real risk of girls being completely unprepared for this stage of development and thereby caused severe mental stress. Reproduction should be regarded as a normal function of all organisms and no attempt should be made to isolate it or single it out for special attention. In Biology, Nature Study or in Physiology, whenever a plant, animal or the human species is being studied, the reproductive system should be included in no more or less detail than its other systems.

There is thus a need for correlation in the work of all members of the school staff, to ensure that health education has as wide a scope as is consonant with the importance of the subject in the lives of adolescent boys and girls. All members of the teaching staff should be prepared to deal frankly with references to health and sex as they may arise in their specialist subjects.

In sex education, as in all education, a simple yet sound maxim to observe is that whatever the age of the child, whatever the ques-

tion he asks, he should be answered to the fullest extent he is capable of understanding at that age.

During adolescence many girls and boys feel bewildered and even worried by their own problems of health and sex. At such times, when they are in very real need of sympathy and advice, it happens frequently that they are reluctant to seek the help of their parents or teachers. Formal instruction in school, excellent as it may be, takes place on a relatively impersonal plane and is, therefore, no substitute for direct personal advice. There is danger, therefore, that the troubled adolescent may keep his problems to himself. The school staff should recognise this aspect of adolescence by aiming from the start to engage the confidence of the pupils. If the teachers show a friendly personal interest in the children by their attitude to them in class and by associating with them in out-of-school activities, they will be approachable; children will then feel that they can turn to one or another of them in times of personal difficulty or distress. The tone of the school should be such as to encourage the pupil to confide in the teacher.

Any scheme of health education should include the study of personal and social hygiene with emphasis on individual responsibility in such matters. A short course in Civics towards the end of the secondary stage would afford an excellent opportunity to deal with public health and the duties of the citizen to himself and the community. Such a course might include a local health survey—Public Health Services, Water Works, Sewage Disposal, Dairies, Cold Storage Plants, and also Housing and Town Planning. The same topics might also have an important place in the History syllabus, with the study of social conditions in the eighteenth and nineteenth centuries, and their effect upon the health and morals of the population of this country, followed by the story of the great fight, still in progress, against disease and ignorance.

4. The School Medical and Dental Services

The School Medical Service is an integral part of the Education Service. It should be used to the fullest possible extent by the school. An active co-operation should be secured between the parents, the teaching staff and the School Medical Officer, the School Dentist and the School Nurse.

During his school life each pupil has normally three medical examinations: on entry to the Infants' School, towards the end of

the Primary course, and before leaving the Secondary School, with re-examination and special examinations if necessary.

The Head Teacher should ensure that after each medical examination he is made fully aware, by the School Medical Officer, of any physical defect found and any treatment recommended. He should pass on such information to the teaching staff.

School Medical Cards, which are nationally standardised, contain much information of a confidential nature. Nevertheless, much information which can be most useful to the Head Teacher can be gained from these cards (for example, the card may show that a child has a slight deafness and the wise teacher would watch for a worsening of the deafness and also would take action to ensure that the child was correctly placed in front of the class).

It is equally important that teachers should satisfy themselves that their pupils are physically fit to take part in physical activities without risk to their health, and that any pupils not excluded by the Medical Officer and who show unfavourable reactions to exercise or signs of physical disability of any kind should be referred immediately to the Medical Officer or sent with an explanatory note to the School Clinic. Active co-operation between the school and the Medical Officer is essential if full use is to be made of the School Medical Services.

Parents are invited to be present at school medical inspections, but many adolescents discourage their parents from attendance, since they feel that they are grown up and prefer to be on their own. The medical inspection is, however, an excellent opportunity for health education, and the school should try to encourage the parents to be present, so that problems connected with health can be discussed both with the School Medical Officer and the Head Teacher. The school should encourage parents to see that recommended treatment is carried out, and this requires a close relationship between teachers and parents. This can often be secured through meetings of parents, open days, social events and sports days, as well as by visits of individual parents to discuss health matters with the Head Teacher. Such co-operation with parents will help to prevent conflicts over standards, habits and attitudes.

School Medical Officers are now making special notes of pupils suffering from minor postural defects and bringing them to the notice of the Organisers of Physical Education, who recommend special remedial exercises to be carried out during Physical Training

lessons, and also in certain cases, exercises to be carried out at home. In school the scope of remedial treatment proper is necessarily limited, and wherever it is employed it should be under close medical supervision. The School Doctor clearly has an important part to play in this matter, a part which cannot be delegated to any member of the school staff. It is felt there is need for closer co-operation between the school staff and the Medical Officer in many schools. This can often be secured by inviting the School Medical Officer to address meetings of parents and teachers, at which the purpose of the School Medical Service can be explained and both parents and teachers can be informed of the part they may play in co-operation with the School Medical Services. Such meetings have already been held in many schools to the advantage of all concerned and have proved of great interest and value.

5. Physical Training and Games

The direct aim of the Physical Training and Games lessons is to secure and maintain high standards of bodily health, physique and performance.

(A) *GENERAL PHYSICAL EXERCISE AND GYMNASTICS* are the foundation of normal Physical Training and should be included for sound physical development, mobility and all-round training. Systematic gymnastic exercises must always play an important part in the broad scheme of Physical Education in Secondary Schools, since they give in a marked degree the power of control of the body and the capacity to use bodily strength to the best advantage. They help the weaker and under-developed pupils to take their share in all forms of physical activity.

The Secondary School should have a properly fitted gymnasium. Without this, the gymnastic training is seriously limited. If no gymnasium is available, portable gymnastic apparatus should be used in the school hall.

To obtain the full benefits of a systematic and progressive training, fairly frequent lessons distributed throughout the week are required. Correct performance is important and increases enjoyment. A reasonable minimum of clothing should be worn and suitable footwear is essential. Where facilities permit, shower-baths should follow each lesson. The gymnastic lesson should be dynamic and adventurous, and it should move at an exhilarating pace; its appeal

to pupils is thus increased and its results are more pronounced. By his method and spirit the successful teacher will make the lesson interesting, enjoyable and effective from beginning to end.

(B) *ORGANISED GAMES PERIODS* should provide sound and systematic coaching for all. There should be a progression from the simple games and skills of the primary stage to the accomplishment of the fundamental skills of major team games and the tactical playing of the games themselves at the secondary stage. School and form teams have their place, but the best players should not receive special attention at the expense of the less proficient players.

For the development of character, games are of pre-eminent value and for this reason constitute an indispensable part of an all-round physical education.

In addition to the popular and national team games, there is a need in Secondary Schools for facilities for games which are played in pairs or fours—for example, tennis, badminton and wall games. Boys and girls who may not make marked headway in any of the major team games often derive great benefit and interest from games of this kind or from such activities as athletics, swimming, dancing and personal contests.

(C) *ATHLETICS, SWIMMING, DANCING, PERSONAL CONTESTS*

The athletics branch of Physical Education embraces a wide range of events. Field as well as track events should be included, and regular practice carried out over a considerable portion of the year. Excessive specialisation in any particular event is undesirable for boys and girls of school age.

With few exceptions all children should be taught to swim, not only for their own safety and for that of others, but also because it may be for some children one of the best means of finding personal satisfaction in physical pursuits. Where schools have limited facilities, it is considered best to give preference to teaching swimming to the pupils in first and second years of the Secondary School. Apart from teaching children to keep afloat, good style should be a main objective and some life-saving suitable to age and capabilities of the pupils should be included.

Dance is one of the oldest and most fundamental of physical activities and has a very important contribution to make to the

education of girls and boys. Different forms of dancing appeal in different ways: group dances give a sense of community and well-being; individual work gives opportunity for self-expression, emotional satisfaction, detailed movement, rhythm and grace. Dance should include folk, national and character dance, dance movement, modern educational dance and the revived Greek dance.

For boys of secondary age, personal contests such as boxing and wrestling have abundant interest and training value, but they should be included only when there is a teacher suitably experienced to give correct training.

The introduction of such activities as well as others referred to in paragraph (D), which follows, is desirable only in cases where there are members of the school staff with specialised knowledge, experience and interest. It is not expected, therefore, that these activities will be found in all schools.

(D) ADDITIONAL PHYSICAL ACTIVITIES

An extensive scheme of Physical Education cannot be carried out fully during school hours alone owing to lack of time and satisfactory facilities on the school premises. Through clubs and specially organised activities, schools are now able to develop a more comprehensive scheme of Physical Education suited to different tastes, aptitudes and interests. Successful training in games and other physical activities should encourage boys and girls, when they leave school, to become members of clubs and organisations which provide appropriate facilities, secure in the knowledge that what they have absorbed in school regarding rules of play and social behaviour, will make them acceptable to a new community.

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Chapter V

PREPARATION FOR HOME-MAKING AND PARENTHOOD

The Parent, The Home and The Child

1. Introduction

ONE reads and hears so much at the present time of poor homes and parents. So many of the troubles of the modern world are attributed to these that it must be stated at the outset that there are more good homes and good parents than bad, but they do not make news. There are, however, many homes which are mediocre, not quite bad enough to come to the notice of the authorities and yet not providing the right background in which to bring up children to be decent citizens, and, in their turn, found good families. Poor homes are held to be responsible for much of the delinquency, illiteracy and backwardness among children to-day. Ignorance on the part of the parents is often a major factor contributing to poor standards in the home.

It is therefore necessary to consider first the type of home and parents one might wish to find. It will be assumed that the occupants of the home will be a family, i.e. parents and children. Note will also have to be taken of the influences at work to prevent the establishment of a happy home life. The basic factors that determine the quality of home life are:

- The attitude of parents towards each other.
- The parents' knowledge of one another.
- The establishment of standards in the home.
- The attitudes of parents towards their children.

2. The attitude of parents towards each other

Parents should believe in the sanctity of marriage and be prepared to carry out their marriage vows. They should have mutual trust, confidence, toleration, and understanding and affection one for the other. There should be complete co-operation in the affairs of the home and the family.

3. The parents' knowledge of one another

Parents should know and understand each other as men and women, both socially and sexually. They should realise that each is a definite personality, having a right to independent thought, interests and use of leisure. Where there is complete understanding there will be mutual forbearance.

4. The establishment of standards in the home

Parents establish the tone of the home. They should remember that they play the greatest part in the development of their child—spiritually, morally, mentally, emotionally and physically.

A firm basis of religious belief and spiritual training should be established; a good standard of thought, reading, conversation and speech should be cultivated; order and cleanliness of person and home must not be overlooked; amusements—for example, cinema, theatre, wireless and television programmes—should be chosen with care; children should be encouraged to play games as well as watch them; in home life, good social conduct is the outcome of training based on courtesy and consideration.

Happiness and fun are to be gained from living as a member of a happy, well-ordered family. It is the child's first experience of living in a community—the smallest one, but nevertheless a community in which standards can be established and many of the differences between right and wrong learned. Parents should realise that it is a fundamental duty to society that their offspring learn to conform to the established order of the society in which they live.

A home which shows good taste in all things and observes the normal courtesies of life provides the adolescent with a background of confidence which is so essential to easy social adjustment.

A good home is not necessarily well-to-do, but rather one which shows good taste in all things and dispenses with the vulgar. A boy or girl who learns at home to observe the normal courtesies of life will have the surest defence against temptation to do wrong.

5. The attitudes of parents towards their children

One of the first duties of the home is to provide good food, clothing and shelter for the young. Parents should love, support and protect them, thereby giving them a feeling of security from the beginning. Both parents have their essential part to play in the upbringing-

ing of their children in an atmosphere of mutual regard and honourable behaviour. They should be responsible for them, understand their difficulties and be able to give them moral and spiritual guidance, particularly at the adolescent stage.

They should recognise that boy and girl friendships are a natural stage of development. It will not be difficult to do so if they are interested in their children as whole beings and are willing to encourage and help them with sympathetic understanding. They should be prepared to make sacrifices in time, money and enjoyment to give their children the right foundation for life, and they should co-operate with other bodies working to the same end.

6. The choice of a partner for Home-making and Parenthood

It is not sufficiently recognised that the ultimate choice of a partner in marriage depends on the child's growing and changing conception of the opposite sex. Ideas of desirable qualities in a future partner are formulated unconsciously in early life and consciously also during adolescence. The impact of attitudes within the home to members of the opposite sex is inevitably much stronger than that of attitudes displayed among people outside the home. Those within the home form a clear pattern and, moreover, they are continually in evidence.

If their own marriage is obviously happy and family relationships are good, the advice parents offer their children on this subject is likely to be acceptable. Courtship and marriage are matters in which the heart tends to rule the head. It is therefore all the more important that parents should see that their children do not enter into marriage without giving adequate thought to its meaning and implications. If parents encourage rather than discourage suitable friendships with members of the opposite sex whilst their children are still adolescent, their opinion will carry more weight when the time comes for serious decisions to be made. If their opinion of a prospective partner in marriage is adverse, it is their responsibility to analyse their feeling of disapproval objectively and make sure that it is justified before they venture to express it. Simply to refuse to allow a son or daughter to meet the girl or boy in question is to invite trouble.

7. Adolescence and Sex

In adolescence, children exhibit a hungry curiosity about sex; they show signs of eagerness to be considered adult. They yearn for

comradeship and social recognition. They are given to outbursts of emotion. A parent who demonstrates affection and understanding for the child does much to help the adolescent over this difficult stage.

Parents can help children to acquire factual knowledge of sex gradually by answering questions as they are asked. Unfortunately, too many parents shirk their responsibility and so cause confusion in the minds of their children. This failure on the part of the parents coupled with the wakening consciousness of sex may have a detrimental effect on the attitude of adolescents.

Behaviour problems which arise at this stage are the concern of both the home and the school. They should be discussed by parents and teachers together.

The Contribution of the School to the Preparation for Home-making and Parenthood

8. Discipline and Moral Training

A primary function of the school is to establish a moral tone and to set an example of creative and unselfish living. It should set standards of good manners and helpful and courteous behaviour. It should establish a discipline of mind and an attitude to life and religion that will have a permanent influence. In order to achieve this discipline of mind, moral training should have definite aims. It should:

(a) Lay down certain general lines of conduct, leading the child to recognise the virtues he should cultivate—e.g. love for his fellows, unselfishness, kindness, thoughtfulness for others, the desire to do a job for the love of doing it, to give of his best and to get joy from something well done, the ability to work with others for the mutual good, the right relationship of boys to girls and vice versa.

(b) Train him in the appreciation of right and wrong and in the spirit in which he should act.

(c) Inculcate in him standards which will serve as a guide in his reaction to any crisis.

(d) Stimulate the wish to do what is his duty to his parents, to his friends, to the community in which he lives and to his country.

Methods of Training. In the training of children some early attempts to develop attitudes which will eventually lead to feelings of family solidarity and habits conducive to the well-conducted

home at a future date are very desirable, and the school can do much to develop these attitudes by simple day-to-day training.

Moral training should be suggestive and suited to the child's experience. It must be teaching not preaching, and therefore a great responsibility rests on the teacher. The staff should set a good example at all times in their relationships with both the pupils and their colleagues.

(a) The staff should have the right attitude towards their work and the school, and their very enthusiasm will infect the pupils.

(b) Only the best of which the pupil is capable should be accepted.

(c) A school which is kept in good repair, fresh, clean, tidy, attractive and well decorated with flowers and pictures, and in which this has been achieved by the combined efforts of the Education Authority, the school staff and the pupils, will do much to engender in the minds of the pupils a sincere regard for such things in the home.

(d) Communal acts of service for the form, the school and for those outside the school are of value. Children should be trained to receive and entertain visitors.

(e) On an occasion when there are conflicting loyalties or standards between school and home, the teachers must be impartial in weighing up the situation and should deal with the pupil sympathetically.

(f) Duties delegated to a pupil help to give him a sense of responsibility. House and Prefect systems offer training in responsibility and co-operation. Social activities—societies, clubs, school camps and expeditions—give valuable training in co-operation, mutual understanding and trust.

(g) Habits of thrift should be encouraged. This implies not only the wise use of money but also of materials, time and energy.

Doubtless many other opportunities will arise for developing initiative, self-reliance, and love and loyalty for the school. Enthusiastic co-operation to develop the tone of the school will create a tradition of service and give social training that must later influence the attitudes of the children, when they themselves become parents.

Special attention should be given to the development of the right attitude of boys to girls and vice versa, based on respect for the opposite sex. It will entail training in the courtesies and will require the meeting of the sexes socially, and therefore constitutes a greater problem in the case of the single sex school than in the mixed school.

Suggestions applicable to Mixed Schools. The teaching staff of both sexes in their relationships with one another and with their pupils should be exemplary.

There are many occasions when the boys and girls can meet each other easily and without strain and join naturally in school activities. Boys and girls should mix together in form rooms, dining-rooms and, to some extent, in play.

Positions of responsibility in the school should be fairly distributed between boys and girls.

In a variety of activities, the sexes should be encouraged in mutual help, e.g. girls seeing to refreshments for visiting boys' teams; boys helping with sports kit and marking out courts and pitches.

Dramatic and choral productions and form and school parties should be arranged jointly. Pupils of both sexes usually require formal training with regard to the courtesies to be observed on such occasions.

Older boys and girls together should help on similar lines with Lower School Parties.

Suggestions applicable to Neighbouring Single Sex Schools

Cordial relationships and good co-operation should be built up between the Head Teachers and staffs of neighbouring single sex schools.

It should be accepted that boys and girls of neighbouring schools may meet together after school and go home together. It is the task of the school to ensure, by suitable training, that the children behave in a decorous manner on such occasions.

On some occasions one school may entertain visitors from the other. It is equally valuable for groups of pupils to join together in club activities and the presentation of plays and concerts.

9. Religious Education

Religious Education should mean instruction, guidance and help given to the child concerning religious knowledge, belief and behaviour. It should increase understanding and thoughtfulness, should inspire the child with the Christian view of life and conduct, and should give him courage to face life's difficulties and problems.

Religion should improve the quality of family life by imposing a high standard of personal social behaviour and by its emphasis on the Brotherhood of Man.

10. English

The course in English should give the child the ability to speak correctly and fluently, read and comprehend and express himself both verbally and on paper. It should train him in the power of discrimination and selection. This training will be the concern of all members of the teaching staff, since language is fundamental to all subjects in the curriculum.

The reading habit should be instilled to give him a lasting interest and a permanent desire to continue his interest in the literature of his heritage through the medium of the school and public libraries, and also to use the skill in the everyday business of home management.

11. Music

One of the aims should be the cultivation of taste and the appreciation of good music. The school course should lay the foundation for intelligent study and enjoyment of music, and encourage the child to continue to make music and to listen to it after he leaves school.

12. Mathematics

All courses in Mathematics should include at suitable stages practice in what might be called Domestic and Civic Arithmetic. Basic Arithmetic in the four rules should be applied to such topics as the following:

Measurement as applied to the Home

Measurement of simple area.

Drawing to scale (floor, walls, shelves).

Covering of floors and stairs (carpet, lino, stain).

Papering and distempering walls and borders.

Calculation of amounts and costs of materials.

Tiling a hearth and practice with larger areas.

Calculation of costs of heating and lighting (heat units, gas and electric meters).

Local charges (ordinary and domestic rate).

Calculation of cost of running electrical equipment.

Use of railway guides, fares, freights.

Money in the Home

Shopping, price lists, ordering goods.

Invoices, discount, receipts.

Rent, hire purchase, insurances, simple book-keeping.

Balancing household budgets, apportioning of income, house purchase.

Money at Work

Wages, piece work, overtime, bonus, commission.

Costing, profit and loss.

Pay-as-you-Earn.

Civic Money: General rate, rateable value, water rate.

National Money: Post Office, taxes, National Insurance, licences, filling-in forms.

If the school is fortunate enough to have a house or flat, much of this Arithmetic can be done practically.

13. Science

Civilisation owes much of its development to the current use of scientific knowledge.

Hygiene

(i) Personal—Personal cleanliness in all its aspects, e.g. body, clothing.

(ii) Home—Cleanliness, sanitation, care of food, water-supply, light, ventilation, heating, public services, e.g. Health and School Medical Department.

Biology

In the study of animal life, including human life, the study of reproduction should take its natural place. As the boy and girl study the structure of the body and its parts in more detail, so should they study the functions of the body. The over-emphasis on reproduction as being the predominant feature of life must be avoided.

A well-designed Biology course will have provided an adequate scientific vocabulary which would avoid embarrassment at puberty. The factual knowledge of sex should be a natural outcome of this course. It is conceivable that certain children may require special

earlier instruction and help, and the wise Head Teacher will be prepared for this eventuality.

The form teacher should be prepared to deal with the "personal problems" of individual members of the form, or refer the matter to the Head Teacher or the appropriate member of the staff.

Science of the Home

This should include a study of the following topics:

Domestic fuels, appliances and services.

Manufacture and laundering of all types of fabrics.

Soap and modern cleaning agents.

Food.

14. Homecraft

Family life depends for success upon a well-run home. This, primarily and traditionally, is the responsibility of the mother, yet it affects all members of the family and all should share in this responsibility. In too many homes there is no wise allocation of duties to the children, either boys or girls. Whilst it is accepted that all girls should have some form of domestic training, it is desirable also that boys, as potential fathers, should receive some training.

The approach throughout the Homecraft Course should be related to the pupil and the home, the subjects being grouped together to provide realistic conditions. This does not mean that they should be taught to use only those things that they have at the present time, but also those things that they may possess when they become homemakers. Given experience with a variety of equipment, they are in a position to make a judicious choice later in life.

The scope of work which may be covered in the Homecraft syllabus is almost inexhaustible, but the following are suggestions for inclusion:

Personal Hygiene—Practical linked with the theory in Science.
Kitchen Hygiene.

Basic Principles in Cookery, Laundry work and Housewifery.

Nutrition and meal planning for all members of the family, in health and sickness.

Fruit preservation.

Planning a home, including choice; care of furniture, furnishings, wall and floor coverings.

Household equipment, including labour-saving appliances.

Budgeting.

Routine of the home, bearing in mind the part to be played by all members of the family.

Inculcation of good manners—entertaining of visitors.

Flower arrangement.

Guidance in the planning of wardrobes and purchase of clothes.

The making of suitable garments, and furnishings for the home.

Personal and household mending.

Design and colour in the home.

The opportunity for practical work in a house or flat.

It is realised that boys will not be able to follow a full course such as that indicated above, but where possible a short course in Homecraft should be included in the curriculum. This might be arranged for one term in the third or fourth year. It should cover the preparation of simple meals, beverages, snacks, invalid dishes, washing up and care of household utensils. The course should also include some instruction in simple First Aid, Home Nursing, e.g. bed-making, care of patient, treatment of cuts, bruises and burns. This would be invaluable to them if, in later life, the need arose of having to look after the family and a sick wife. It would also help them to have a true respect for the woman who runs her home efficiently.

15. Child Welfare

Incidental teaching of child welfare is usually included in the curriculum of the first two years in the Secondary Modern School, but the more specialised work should be included in the last two years of the school course. The subject will be dealt with most appropriately in the main by the Housecraft and Science teachers, and the work will be closely linked with that of Biology. Assistance may also be given by other interested members of the staff, e.g. a married teacher with a family of her own.

Consideration should be given to

(a) Preparation for Motherhood—

(i) Public medical and welfare services.

(ii) Equipment for the baby—layette, cot, pram, bath.

(iii) Nutrition and hygiene for the expectant and nursing mother.

(b) Development of the child up to 5 years of age.

It will be possible to deal with the physical side of child development more fully than the others with a girl of 14-15 years of age.

(c) Wherever possible, theory and practical work should be carried out side by side, but it is appreciated that this will not be easy without a small child on the school premises, except for the preparation of meals, and the care of clothing. Reference can be made to small children at home or to a neighbour's children.

Suggestions for gaining practical experience

(i) Individual assignments, such as are being done in many schools, on topics covering the care of a child (in good health and in illness) could include meals, washing of clothes and general entertainment. These could be set either in the House or Housecraft Room, the former being the more suitable.

(ii) A parent might allow a girl to bring a small brother or sister to the house or flat for the day. The girls would then be responsible for the care and attention necessary.

(iii) Class visits to Welfare Clinics to see the treatment of babies, followed by individual visits to help in the weighing and bathing.

(iv) Girls might spend a day in turn in a Day Nursery or Nursery Class, so gaining first-hand knowledge of the routine of a child's day in such a place.

16. Home Nursing

It is essential for every parent to have some knowledge of this subject, as early treatment at home can often prevent lengthy periods of hospital treatment. Also, for reasons beyond our control, it appears to be necessary to nurse at home people who would previously have been admitted to hospital. Here again, the topic probably fits most suitably into the Housecraft Course, the teacher having had some training in the subject.

All Housecraft teachers are required to gain recognised Certificates in First Aid and Home Nursing before completion of the College Course.

In particular schools it may, however, be more appropriate to fit some of the work into other subjects of the curriculum.

The subject will be linked with the teaching of Hygiene and Science, and should include:

Qualities and duties of a Home Nurse.
 Choice, care, preparation of the Sick Room.
 The bed and bed-making.
 Routine care of patient—washing, clothing, feeding.
 Children's ailments.
 Dangers of the home—accidents and simple First Aid.
 Simple Anatomy and Physiology.
 The Public Health Services.

Suggestions for gaining practical experience

- (i) Preparation of a room and bed for a sick person; changing of sheets with the patient in bed.
- (ii) The taking and charting of temperature and pulse.
- (iii) Preparation of all kinds of drinks, snacks and meals for an invalid and convalescent.
- (iv) Assignments set round this topic, e.g. "Prepare a room for your brother who is returning home after having his appendix removed—prepare a midday meal for him."
- (v) Treatment of simple accidents—cuts, bruises. Preparation of a First Aid outfit.

17. Handicraft

Whilst girls are receiving training in Housecraft, the boys are spending a comparable amount of time learning Handicraft. This can make a valuable contribution towards the well-being and economic running of the home. A man who, as a boy, has learned the joy of handling tools and creating articles in wood and metal, will turn this to good effect in his own home. The course should include:

Guidance in building up a kit of tools and instruction in their care and maintenance.

Appreciation of design, including construction. This is particularly valuable in buying articles of furniture for the home.

Study of standard furniture of well-known designers.

Household repairs, e.g. washers on taps, fuses (link with Science).

Household jobbing, e.g. plugging walls, putting up shelves.

Household fittings (curtain rails, draught protectors).

The Course could be extended to include the making of apparatus

for the gardens, e.g. greenhouse, cold frame, seed boxes. The making of hen coops and rabbit hutches can be linked with Animal Husbandry.

Just as it has been suggested that boys would benefit from a course of Homecraft, so it is felt that girls should have the opportunity of handling tools in the making of simple articles for the home and in the execution of household repairs. Again, one term in the third or fourth year might be arranged.

It is possible to offer more scope for the interchange of subjects in co-educational schools. Co-operation between single sex schools could provide the necessary opportunities by exchange arrangements.

18. Rural Studies

Where facilities are available, a course of study should be planned in Gardening and Animal Husbandry. In all probability, boys will spend more time on this than will the girls. This training will be valuable to the men of the future, as a well-stocked garden will provide fresh fruit and vegetables so essential for the good health of the family, and flowers to beautify the home. It will also provide a leisure time activity which is healthy and appealing to most men, as well as being a profitable hobby. It is recognised that the time required for the subjects of the Alternative Courses limits the possibility of including Rural Studies for all third- and fourth-year pupils. However, Rural Studies could be provided in the general course of the first two years to include:

The inculcation of a desire to take a pride in the attractive appearance and maintenance of the garden.

A study of the layout of land available from an æsthetic, cultural and practical angle.

Cultivation and maintenance of fruit trees and bushes.

Cultivation of a suitable and continuous supply of vegetables for household needs. Knowledge of simple crop rotation.

Knowledge and experience of cultivation under glass, including frames, cloches and greenhouses where possible.

Compost heaps; manurial treatments.

Growing of flowers for interior decoration and as an attractive garden feature.

Growing and preservation of suitable herbs for normal domestic use.

Bulb growing—indoor and outdoor.
Preparation and maintenance of lawns.
Care and maintenance of tools and equipment.

Animal Husbandry

General conditions for keeping pets.

Knowledge of the principles of animal husbandry as applicable to poultry-keeping on a small scale.

In many cases, the knowledge and experience of beekeeping—a profitable and interesting hobby.

Training in the care of animals and pets can help to inculcate such attitudes as kindness, consideration, sympathy, attention to detail, a sense of responsibility and an appreciation of the necessity for strict routine.

In taking Rural Studies with girls, emphasis should be given to herbs, fruit, flowers, small livestock.

19. Art and Craft

The Art and Craft Course will vary in detail from school to school, but whatever form it takes, it should give opportunity to develop good taste and the creative impulse. The development of the application of art to life could form an interesting and informative course. The pupil could be introduced to a study of the part played by the artists and craftsmen throughout the ages, and at the present time.

It is desirable that the boys and girls should learn to discriminate properly when called upon to choose clothes, furniture and decoration. They should also appreciate that they have a contribution to make towards the beautifying of their neighbourhood—for example, by making their houses and gardens attractive to others and by the proper use of public amenities such as parks, streets, highways, and the countryside.

The opportunity should be taken to link the work in Art and Craft with the general requirements of the home as dealt with in other subjects of the curriculum.

Good public exhibitions or displays of fabrics, household furniture, goods and appliances should be visited.

Form, colour and texture are topics for development in the Art course.

20. History, Geography and Social Studies

These should be taken as related studies of mankind having a direct bearing on human life. Through them the child is brought into contact with the problems of his own people and those of other times and other countries. He should learn to understand how householders and parents require the public services and how the community provides those services.

21. The Teaching Staff

It will be seen that much of the work in the above subjects is linked with the factual knowledge required in the running of a home. If the link is to be strong, the teaching staff must consult one another frequently and correlate their work, referring in one subject to the work being done in another. The importance of the teachers' control of the school environment and the force of their own example cannot be over-emphasised.

In addition to the obvious duty of imparting factual knowledge, each member of the staff has the vital duty of strengthening the child's character.

22. Education for Leisure

The school curriculum should be wide enough to train the pupil to take an intelligent interest in all that goes on around, and to be able to find pleasure both inside and outside the home. Lasting interests created in school will be of inestimable value throughout life and prevent the leisure hours becoming monotonous and, therefore, a source of danger.

The part played by the Churches, Youth Movements and other organisations in the provision of leisure-time pursuits is dealt with more fully in the chapter "Co-operation with other Educational Agencies".

Chapter VI

PREPARATION FOR CITIZENSHIP

I. Description of Citizenship

CITIZENSHIP is the art of living within a community. Since the dawn of time that art has slowly developed by the process of civilisation. The process has been hazardous as well as slow, because its techniques have been acquired by trial and error on a vast scale. The advances have usually been the result of great surges of new thought or new faith. Every human community has had its rules of social conduct either in the form of law or in conventions. The Pentateuch of the Old Testament and the English Common Law show clearly how complex the law of the community may become if a proper balance is to be established between the liberty of a man to do as he pleases and the right of the community to force its will upon him.

The highest conception of citizenship is that contained in the injunction of Jesus to "love thy neighbour as thyself". For two thousand years the Western world has been struggling towards a recognition of the duty implicit in that commandment.

There appear to be various expressions of citizenship, e.g.

Dedication to an ideal of social duty in one or more of the following forms:

Individual work of reform.

Leadership in voluntary social service.

Public work through election to Parliament or Local Government.

Acceptance of the law and social order, resulting in the law-abiding citizen, the good neighbour (like the Good Samaritan).

Rejection of the law and social order.

Anti-social tendencies and delinquency.

2. Qualities which make for Good Citizenship

(a) Good attitudes to other people, including tolerance of their opinions and beliefs, sympathy and understanding of their difficulties, willingness to make personal sacrifices for their benefit, initiative in the offer of help.

(b) Respect for the law and for those to whom authority is entrusted.

(c) Personal faith in a moral code which will rule judgment and conduct.

(d) Courage to defend an opinion, to stand alone, to face adversity.

(e) Good humour.

(f) Integrity; the importance of keeping one's word, however insignificant the situation may appear to be, and fulfilling the duties implicit in one's job.

(g) Discrimination between the important and the trivial, between truth and falsehood, between the relevant and the irrelevant.

(h) Social bearing and address which are pleasing to others; these involve personal hygiene, grooming and manner of speaking.

3. The Challenge to the Secondary School

The Secondary School must do all in its power to contribute to the development of the qualities referred to in the foregoing section and thereby prepare the pupil for the privileges and responsibilities of citizenship. It must therefore try to find practical answers to the following questions:

(a) How can we teach our children to develop a critical judgment and preserve it in the face of propaganda, falsehood and temptation?

It is only as man learns to temper his feelings with thought and reason that he begins to achieve real dignity. This is all the more difficult to-day, when the power of the Press, the radio, the television and the cinema is available to those who for various reasons wish to appeal to his mind, his emotions or his pocket. If he is to achieve intellectual and spiritual independence the pupil must be trained to distinguish between fact and falsehood, to think rationally, to seek truth and to judge honestly.

(b) How can we develop in our children a sense of responsibility to the community?

The school must help the child to see how he fits into the pattern of the community, how his talents may be of help to the community, and how he depends on the community. It is therefore for the school to demonstrate by example and exercise the privileges and duties of responsibility.

(c) How can we teach our children to understand and appreciate our national heritage?

The children should learn that the present is the outcome of the past, that we owe much as a nation to countless men and women who have treasured the good life and have sacrificed material prosperity, or even their lives, in its defence. They should see for themselves the modern counterparts of those humanising movements of the past and find in them an inspiration for their own future as citizens.

(d) How can we promote international understanding and goodwill?

Even with the most liberal and enlightened teaching, we cannot expect all our children to understand international affairs. Rather, we should concentrate at the level of personal understanding between the English child and the child of another land.

(e) How can we teach our children to use their leisure wisely and happily, with satisfaction to themselves and with benefit to the community?

Broadly, the use of leisure is of two kinds, namely, creative activity and passive pleasure. Most people require both kinds, but there can be no doubt that the lure of organised commercial entertainment attracts more money and time than it should. If the future citizen is to make good use of his leisure, the school must ensure that his school work should bring him intellectual and emotional satisfaction which he will continue to seek in later life. This is not merely a plea for more handicrafts; there is material in every subject of the normal school curriculum for the wise use of leisure. The plea is rather to imbue the pupil with a sense of purpose in his lessons, and a pride in his achievement.

The extravagant allowance of pocket-money that many parents make is disturbing. The school must try to teach children how to value money and how to spend it sensibly. In this it should seek the co-operation of parents.

4. Principles of Planning the School's Contribution

A) EXAMPLE OF THE TEACHING STAFF

Citizenship is primarily a quality of attitude. A precept is easily discredited in the mind of the pupil if the adult who expounds it fails to exemplify it in his own attitude.

The attitude of the Head Teacher of a school towards citizenship is the key to all effective work in that direction. For example, mis-

demeanours brought to his notice need to be patiently tried, a fair judgment delivered and, if needed, a fitting punishment inflicted. This takes time, but it should be done. The impression on a child's mind of the decision of the Head Teacher, after a careful sifting of the evidence for and against, is of enormous importance. Time taken in making just decisions and standing by them is time well spent. Justice must not only be done, but must be seen to be done.

The Head Teacher's decisions are noted by both Assistant Teachers and pupils. If they think they are getting fair treatment in all circumstances and the Head Teacher means what he says, the effect is lasting and far-reaching. Pupils will tend to form a good sense of justice and apply it in their own exercise of authority. This will engender confidence and trust.

In like manner, each member of the teaching staff will influence the class he teaches by his own display of those qualities of citizenship described earlier in this chapter. His attitude to the Head Teacher, to his colleagues, to members of the non-teaching staff and to pupils should help to set the tone of human relations within the school.

(B) THE EMOTIONAL HEALTH OF THE PUPIL

The springs of human conduct are as yet imperfectly understood, although it is clear that the child's emotional health plays a dominant part in his social development. This subject is dealt with in Chapter II, and it may therefore be sufficient to remark here that teachers should note emotional abnormalities at the earliest possible stage and seek the guidance of those qualified to give it in deciding how to assist the pupil concerned. The records of pupils entering the Secondary School should always be scrutinised for information on this and other subjects.

It should also be recognised that adolescence is usually marked by emotional instability. The adolescent is often unable to account for his feelings and therefore for his actions. That being so, he is all the more in need of intelligent sympathy, and his teachers should be on their guard against misjudging him or seeming to misjudge him. Misbehaviour might often be dealt with more effectively in private than in public.

(C) BACKWARDNESS

The community to which he belongs and the citizen himself require the fullest possible development of his native talents. The

three Rs—reading, writing and arithmetic—to which should be added speech, are the tools required for that development. For a variety of reasons, not all of which are within the control of the school, many children fail to achieve those attainments to the limits of their ability. Furthermore, their backwardness is not always detected by the teachers concerned, and the pupil may therefore be allowed to make inadequate progress.

The remedy is—

- (i) to assess the attainments of the pupil;
- (ii) to compare them with his general intelligence;
- (iii) to organise the class work in accordance with the precise needs of the pupil; and
- (iv) to use techniques of teaching appropriate to those needs.

If the causes of the backwardness (as distinct from the particular weakness involved) lie outside the school, other agencies should be brought into action by the Head Teacher.

(D) *FORMATION OF HABITS*

Whilst children should be taught in their Secondary Education to reason their way to fair behaviour, many of them are incapable of doing so simply because of their limited intelligence. All children, and particularly those who are mentally dull, are moved strongly by habits of social conduct. The school should train them to conform to the most acceptable practices of courtesy, personal hygiene, care of property, tidiness and consideration for the feelings of others. These acceptable practices should not be left to chance or to the attention of particular teachers. They are the concern of all, and they require the unceasing attention of all. That attention should be directed towards setting a good model and insisting on conformity, not only in lesson-time, but at all times, in school and out. The good school can nurture in its members good behaviour which will be carried over into their life outside and beyond the school. It will succeed in this in proportion to the pride of membership it induces rather than by discipline born of fear.

(E) *VOLUNTARY ACTIVITIES*

The young citizen has many opportunities for associating with others outside the school, but as the influences outside the school are not always of the best, the school should do as much as possible to stimulate and help to establish worthwhile interests. Membership of

the school community should carry the privilege of joining others in out-of-school activities. The importance of school clubs of various kinds can hardly be over-emphasised, as the voluntary principle underlying them can help to engender the right attitude towards learning.

In this way a bridge can be formed so that the educational process of learning and teaching can be extended from the sheltered atmosphere of the school to life in the larger community. It is difficult to see how the bridge is to be formed if the activities of the school community are confined to the nominal hours of the school day, or if pupils are to be excluded from the school building during the mid-day break and after the last lesson of the afternoon.

(F) RESPONSIBILITY

Prefect systems, house systems, monitorial duties have become normal features of the Secondary Modern School, and rightly so, since they provide excellent training in leadership and responsibility. The number of pupils who hold office in such systems is necessarily limited, however, and frequently those chosen for office are those who show the greatest capacity for leadership. In greater or less measure, every pupil requires the experience of responsibility. The Assistant Teacher can provide many opportunities for responsibility for the members of his own form, and in doing so may also be relieved of much labour. In a well-regulated form room or special-subject room, the number of minor responsibilities that can be created is surprising, and by rotas of duty every pupil can be given the experience of serving his form as a leader. Thereby he gains confidence in himself which may result in good citizenship later on.

5. Specific Recommendations to Teachers

(A) THE SCHOOL SERVICE

The spiritual value of the opening act of corporate worship may be felt rather than measured. The aim should be to help each pupil towards religious belief by an experience of prayer and dedication stimulated within him rather than imposed upon him. It may be helpful to note some of the developments within Cheshire schools in recent years.

(i) Quiet entry to the school hall from form rooms to appropriate music of the piano, small orchestra, or a gramophone record.

(ii) An order of service prepared in advance by the prefects, or a form, or by members of the staff.

(iii) The service conducted by pupils (in small groups or singly), or by members of staff and pupils together, or by friends of the school.

(iv) The service attended voluntarily by members or friends of the school community other than pupils and teachers (e.g. the caretaker, cleaners, clerical assistant, kitchen staff).

(v) Contributions to the service by pupils in groups or singly (singing, reading, reciting).

(vi) After the close of the service, notices (by teachers and/or pupils) which do not detract from the value of the service itself.

The Head Teacher has not been mentioned above. It is not suggested, however, that he should not conduct the service himself. Indeed, it is well that he should do so fairly frequently. There are excellent reasons also why he should address the assembled school on matters unrelated to the service and often quite out of keeping with the spirit of worship. For these purposes it has been found advisable to assemble the school at another convenient time in the day.

Both the service and the assembly contribute to the preparation for citizenship.

(B) PUNCTUALITY AND ATTENDANCE

The old method of enforcement by punishment is clearly on the decline. It frequently fails to deter the chronic late-comer and is therefore a waste of effort. The better method is to open the school (i.e. the building) at an earlier time and encourage the pupils to go to their form rooms for a more leisurely preparation for the formal opening. This arrangement, together with the award of a token of merit for the most punctual and best attended form, and also with a course of schoolwork to which the pupils really look forward, is far and away better than compulsion by fear of punishment. It is the foundation of discipline of the best kind, i.e. from within.

(C) SUBJECTS OF THE CURRICULUM

It will be assumed in what follows that the Secondary Modern School course includes the Alternative Course appropriate to the ability, attainments and aptitudes of the pupils. It will be further

assumed that in all subjects the teachers will be concerned with imparting knowledge, developing skills and inculcating attitudes of mind and heart. Not least in importance for the development of citizenship is the last of these, since knowledge and skills may be employed as effectively in the service of evil as of good.

English

Language is the principal medium of human communication. Therefore, clarity and fluency of speech and written English, and the ability to read for information and pleasure, are of fundamental importance. It is not always recognised that the ability to listen with comprehension is equally important.

In each of these aspects of English the pupil should proceed by a well-regulated progression of exercises of increasing difficulty, and it is clearly impossible to provide that progression by a scheme of teaching based on class methods of instruction.

By collaboration between the English teacher and his colleagues, attention to these several aspects of language should be concerted and uniform. The material used for exercises in English should be of immediate interest to the pupil. The teacher should therefore aim constantly at finding out the slant of the pupils' thoughts, and the natural exercise for doing so is, of course, the oral discussion. Special attention should be given to training pupils to think clearly, to detect faulty logic, to recognise propaganda, to cultivate the capacity for reading between the lines and generally to develop critical judgment.

The approach to literature should be that of interest in and enjoyment of its content and appreciation of the writer's skill in presenting the content by his command of words. As a contribution towards the understanding of citizenship, the wealth of literature dealing with prejudice, arrogance, humility and dedication should be sampled. The classics, as such, often fail to appeal to the pupil. Biography and autobiography dealing with real figures such as Florence Nightingale, Grenfell of Labrador, Barnardo, Booth, Wilberforce, Shaftesbury, Livingstone, Schweitzer are of more interest to many. The Cheshire Agreed Syllabus of Religious Instruction has valuable suggestions to offer on this matter.

A realistic method of direct instruction for the older children is the talk by, or discussion with, visitors who, in one way or another, are engaged in the service of the community.

Library

It is essential that in the school library pupils should be encouraged to read as widely as possible for pleasure and for information, and should therefore have instruction in the use of the reference library. By organised visits, contact should be made with the local libraries also, so that the children become familiar with them and also acquire a "library" habit before they leave school.

There is a place in the library for good-quality newspapers, periodicals and magazines. Pupils often glance over a number of such papers without gaining anything of value, but in the hands of the skilful teacher they could be used to train children in discrimination and good taste.

Social Studies

The English teachers and the teachers responsible for Social Studies should work closely together, since language and the national way of life are interwoven. He could show that in times past, history appeared to be concerned with diplomacy and war. To-day, however, honour is given also to social reformers, scientists and public-spirited statesmen.

The teacher could show how, a hundred years ago, public opinion was indifferent to poor housing and primitive sanitation, resulting in conditions which would now be condemned. The changes which have now taken place are due to the work of social reformers. The science of statistics, then in its infancy, threw a searchlight upon social conditions, and showed clearly the need for reforms.

The development of public opinion generally, as education developed, is important.

Some study of Movements for Reform and the people who instigated them would be useful—for example, Factory Reform, the Trade Union Movement, Prison Reform, rise of public interest in Education, discoveries in Medicine, reform in Nursing.

The usual visits to industrial undertakings, social service centres, local government meetings and public exhibitions are valuable adjuncts to this side of the work.

The geography teacher could approach his subject mainly as a humanity; he could also include a simple treatment of economics and statistics as they affect our daily lives. Much of this work should be diagrammatic and pictorial.

The work here could be taken occasionally in the form of group studies of a particular topic. Maps, charts, tables of statistics, graphs and some details of public expenditure, in local, national and world affairs, should be used.

Some talks on individual aspects of this work would be fitting at this stage by, for example, a Welfare Officer, a Juvenile Employment Officer, a Market Gardener, a Farmer, a Justice of the Peace, a Sanitary Officer, a Local Government Officer.

Personal Hygiene, Good Habits and Appearance

Stress should naturally be laid, for both boys and girls, on personal appearance and good habits.

It is, for example, important that pupils should be made to realise the importance attached to their personal appearance on public occasions, on school journeys and visits, and attendance at interviews. Standards should be insisted upon by the school and exemplified by the prefects. Not only should the personal appearance of the pupils be considered, but attention should also be given to the behaviour of pupils in public, to the use they make of public facilities, the avoidance of littering public places, behaving decorously in the streets and on public transport, in general in comporting themselves in ways that befit good citizens.

Physical Training

The physical training lessons, where pupils are encouraged to change into correct clothing, and, where facilities permit, to shower after the lesson, provide further opportunities for the encouragement of healthy habits. Invaluable training in personal cleanliness and in thought for other people's welfare can be given at the weekly attendance at the swimming baths if the teacher is constantly aware of the opportunities created. The work done on the playing-fields, and in the school playground, should develop that instinct for fair play and for loyalty to the team which develops into the wider loyalties in later life.

Domestic Subjects and Needlework

The teachers of Domestic Subjects have, perhaps, an unequalled opportunity to train girls in citizenship.

The home is, or should be, the foundation on which to build all that makes the best of human existence. The mainspring of the

home is the mother, and the mother of the future is the girl in school.

Given sound training in the techniques of housecraft and organisation, the girl will have a good foundation on which to build and be more able to meet the emotional stresses which occur in the making of a home. A good home will provide the right background for the development of good citizens.

Handicraft

The handicraft lessons of the boys, with due attention given to good handling and care of tools and machinery, deliberate effort without waste of time by each pupil and pride in good craftsmanship, serve to implant in the boy the right attitudes to his job when he leaves school and to his own home life.

Experiments have been made in mixed schools, and in single sex schools within easy distance of each other, in allowing boys some opportunity of experience in the Domestic Subjects room, whilst the girls visit the Handicraft room to learn something of small home repairs and the use of tools. This is an idea which might well prove both interesting and beneficial to the pupils.

Science and Mathematics

These subjects should afford opportunities to train the pupils in habits of careful observation, in sifting facts and in clear thinking. This is a scientific age and a citizen should therefore be given a knowledge of scientific subjects which impinge on his daily life. Such knowledge will increase his efficiency as a citizen. The inclusion of Biology in the Science Scheme can bring out the importance of personal hygiene, both internal and external, and of hygiene in the home and in the locality. In addition, Science can provide interests which might well develop into absorbing hobbies for leisure time.

Nursing

Simple precautions in the early stages of illness may well prevent the individual from becoming a burden on the community. Instruction in the sensible care of simple cuts and wounds, care of coughs and colds and avoidance of undue exposure to infection may well reduce the amount of severe illness. Preventable sickness is a serious drain on the resources of the community.

Rural Subjects

An awareness of the dependence of living things on man is for many children a step towards an awareness of the feelings of other people. Gardening and Animal Husbandry should help the adolescent boy or girl to develop that sensitivity which makes the good neighbour and the good citizen. A school farm is an excellent institution; children grow to love the animals and give of their own time for feeding and looking after them. A child can be given duties and responsibilities which are in no sense artificial; he can see the results of his work in the growth and health of the animals. The pupils are taught to realise that work has to go on during school holidays and at week-ends. When teachers and pupils all work together in this way a good tone is built up. It is surprising how many hours of leisure children will give to the building of a greenhouse or a pigsty. They learn how to keep animals of their own, they learn how to work in close co-operation with others and they acquire that indispensable sense of guardianship which makes for citizenship.

Gardening may well become a worthwhile hobby in adult life. The appearance of the neighbourhood is greatly enhanced where the gardens and surrounds of the houses are cultivated and maintained.

Service to the Community

In all ways boys and girls should be encouraged to give service to the community.

Visits from the School Choir or Dramatic Society may bring pleasure to people in hospitals. Both boys and girls should be encouraged to offer voluntary services to the aged and needy in their homes. Older pupils can be taught their responsibilities to the younger, and interest in good causes is to be encouraged. It is for the school to bring home to the pupils, in every way possible, the value of service to the community.

Chapter VII

PREPARATION FOR EMPLOYMENT

I. The Content of Education

THE process of preparation for employment begins in the very early stages of education and goes on throughout school life. It includes every lesson learnt and every quality of character acquired. Fundamentally it is concerned more with the spirit and the attitude to life in general than with the precise occupations which pupils will eventually follow. The Secondary Modern School should try to lead its pupils to a proper sense of their value to society through their contribution as workers. The needs of industry can best be served by:

- (a) the inculcation of right attitudes in the pupils;
- (b) the acquisition of factual knowledge and skills;
- (c) the development of special aptitudes.

The teaching of the skills of the trade is mainly the employer's responsibility.

(A) *THE INCULCATION OF RIGHT ATTITUDES*

It is frequently asserted that there has been a decline in the moral standards of society. However true that assertion may be, it is certainly true to say that the young person of to-day is beset by temptation. With changes in the social order have come changes in the public outlook on morality which are not easy to identify and less easy to evaluate. The sanctions of public and religious opinion are not as forceful as in the past. Thus in their place of employment as well as outside it, young people are bound to meet those of high moral principles and those of low. They will find that a good moral policy is not always rewarded by material prosperity and that dishonesty and selfishness often appear to prosper. The good man is not always as conspicuous as the bad. In recent times, whilst there has been an abundance of employment, self-interest rather than loyalty to the employer may have been more in evidence in the place of employment.

The size and complexity of a modern industrial society render it increasingly difficult for a worker to appreciate the social value and significance of his work, and engender an attitude of irresponsibility.

Personal conflicts may arise from the demands of divided loyalties—to the employer on the one hand and the majority decisions of fellow-workers on the other. Work and leisure become antagonistic elements in society as employment increasingly fails to satisfy such personal needs as the desire for recognition and self-realisation.

The attention of the school to the inculcation of good attitudes is, therefore, the more important and the more difficult; important, because the school is the main educational agency outside the home; difficult, because the school must try to recognise and understand the pattern of morality in the society it serves. It cannot afford to proceed in blinkers on ideals which are completely unrelated to the present-day way of life.

Therefore, having enunciated those desirable attitudes which should be inculcated, the duty of the school is to devise methods of teaching which will both develop them and secure to the child a resistance against the surrender of moral principle in future circumstances. What it can do in that direction will obviously be limited by the fact that at the age of 15, when most pupils leave school, they are still immature and, indeed, still very impressionable. The educational process in school is, inevitably, incomplete. The objectives, however, are as follows:

(i) Pupils should be made aware of good standards of craftsmanship and have the desire to achieve them.

(ii) They should have a cheerful approach to their job, with persistence, initiative and determination, to see it through in spite of obstacles.

(iii) They should have honesty and integrity; their share in any work done jointly with others should give them a feeling of pride and a sense of responsibility.

(iv) Pupils should be made aware of their obligations to their employers, as well as of their own rights and privileges.

(v) They should have a sense of loyalty, and a respect for the property and equipment of other people.

(vi) They should be willing to adapt themselves to changing ideas and conditions, and should learn the virtues of reliability, punctuality, regularity of attendance, diligence, courtesy and co-operation.

(vii) Towards their fellow-workers they should be pleasant, willing and well-mannered; able to take criticism with good humour; appreciative of help given; tolerant of different ways and ideas whilst recognising their own rights; and realise that the best results come from all-round co-operation.

Recommendations

A pleasant, orderly school environment, where right relationships are observed both among the staff and between staff and pupils, where courtesy and consideration are the accepted pattern and where mutual understanding exists, is a social background against which pupils may discover and develop the best that is in them. By practice they should learn how to play their part in a community. It is of fundamental importance that the members of the teaching staff should be jealous of their prestige as the adult members of the school community. The force of their own example in every moment of the school day can hardly be over-estimated. From them springs the tone of the school.

Training in neat, careful, clean and accurate work should be given throughout the school course in all subjects and with all children, including those of low intelligence. Pupils should be given work to do that is within their capabilities; the teacher should then insist that it is done well, so that they are learning to take a pride in the finished product, and becoming aware of good standards.

To develop accuracy, the habit of constantly checking their calculations, measurements or written exercises should be fostered from the beginning. This will also help to instil a sense of thoroughness in their work. Good work habits should not always wait upon immediate interest. Indeed, it should be recognised by the children themselves that some kinds of work are almost devoid of interest and yet are of importance.

To continue a piece of work at a satisfactory rate without constant supervision, and to select a task to carry on with when left alone, are habits which should be fostered by constant and progressive training throughout the Secondary School course. Such training is possible only when every teacher plays his part.

It is very necessary to give the pupil opportunities for planning and completing a job of work involving sustained effort and accuracy as well as persistence in seeing the job through. In the Alternative Courses this should be regarded as an essential principle to be

observed in planning assignments of work. Housecraft, Needlework, Woodwork, Metalwork, Art and Craft work, Gardening and special projects in connection with other subjects should all provide the pupils with ample scope to tackle problems, to plan, to pursue enquiries on their own and to make records. Pupils will work at their best when they have an interest in their work and a sense of immediate purpose in what they are doing. A lively curiosity in the various occupations carried on in the vicinity of the school can be encouraged by well-planned and well-timed visits.

Modern school life provides many opportunities for inculcating a sense of responsibility. All pupils should have the opportunity of this training in accepting responsibility and loyally carrying out the work entailed. As prefects, as house officials, as members of teams, choirs or other well-defined groups; as librarians, as form officials or in being given any share in the running of the school, they learn to be dependable, to be punctually in their places, to be loyal to their group, to be fair in their dealings and to understand the need for self-discipline. It is important that the teaching staff should give constant supervision, though not obtrusively, to those pupils to whom responsibilities are entrusted. They need support in the form of guidance, advice, praise and well-tempered criticism.

Religious and moral training are essential to every side of school life. Through their Religious Instruction, the Morning Assembly, the tone of the school and a code of conduct that is believed in and practised in the school, pupils may be helped to understand basic Christian principles and to form right moral standards which can be of value to them in future industrial life.

*(B) THE ACQUISITION OF FACTUAL KNOWLEDGE
AND SKILLS THROUGH THE MEDIUM OF A GOOD
GENERAL EDUCATION*

The knowledge and skills required for employment, as is the case with the inculcation of attitudes, should be taught by a gradual process throughout the school life. The plan of work should be such that there is a gradual scale of difficulty to be met in assimilating new ideas and new techniques. The aim will be to lay a firm foundation of knowledge and of varied skills which will give the pupil the confidence necessary to tackle difficulties which lie ahead. The curriculum should be planned for the all-round development of the individual. To provide a sense of purpose, its subjects should be

closely integrated wherever possible. For the sake of convenience, however, certain subjects will now be considered individually.

Speech

This is a most important subject in the school curriculum. Facility in the spoken word is essential for the reception and transmission of ideas, information, and instructions in all branches of industry. It helps the work in hand to progress satisfactorily, particularly when a number of workers are dependent upon one another. It gives to the individual a strong sense of knowing what he is doing, with a corresponding degree of self-confidence. In planning schemes of work in all subjects the school should provide adequately for the practice of the spoken word. Suitable progressive exercises can be introduced from the first year onwards. They should include straightforward, complete answers to carefully framed questions; a sequence of events reproduced in correct order; message taking; an exact account of experiments undertaken; short talks; actual and staged interviews; reports of events; discussions; debates; dramatic work.

Written English

This should provide good training in clear and exact expression. The extent and nature of written English needed in employment should not limit the type of written work undertaken in the Secondary Modern School. Particularly in the upper forms, however, it would be realistic to relate written English to actual situations likely to be met in working life. The scheme of work should include letter-writing based on a series of real transactions; reports of meetings; articles and reports for school magazines; notes of experiments performed; and written work in connection with individual and group assignments. Written work of this nature will foster in the individual the sense of his own responsibility and of his membership of a team which modern industrial life demands.

Styles of handwriting in current use are varied and often confused. Schools should be guided in their choice of a suitable style by consideration of facility and legibility. Good handwriting is the outcome of careful teaching.

Spelling should be taught. Children will not acquire proficiency merely by exercise; they require definite lessons on the rules of spelling, and such lessons should be part of a course of language study which includes grammar.

Reading

Pupils should be given every possible encouragement to read and use books for reference and research. Books should be available in the school library to cater for the varying interests of the pupils and so to give them a taste for books. The pupils should also be encouraged to use the public library. Assignments of work involving individual research train the pupil to work without detailed direct supervision. Here, again, the scheme of work should proceed by well-regulated stages, from very simple exercises in the use of books, to comparatively independent enquiries requiring a whole library. The complexity and extent of modern industrial life make it necessary for some employees to have knowledge of sources of information as well as detailed knowledge in a limited field.

The mechanical skill of reading is not necessarily accompanied by understanding. Reading with comprehension is perhaps learned rather than taught. Nevertheless, it is possible and necessary in school to proceed step by step in teaching the pupil to find the meanings of words and passages.

Arithmetic and Mathematics

Ideals of accuracy combined with speed should be fostered from the earliest forms. Some processes are not interesting in themselves, and concentration and determination are needed to achieve results. Wherever possible, the work should be related to life both in and out of school. Other subjects in the curriculum offer many opportunities for the practical application of Mathematics. The ideal should be for each child to acquire during his school life an ability to manipulate figures correctly, to reason logically, and to be able to apply this power to comparable situations in his employment.

Pupils should be trained to apply checks to their work and to make rough estimates of probable answers.

If the subject is to become more than a dull, routine manipulation of figures, a realistic approach to Mathematics is essential. Its importance to practical men should be continually emphasised and pupils should be made aware of the standard measures and normal practices of industry and commerce. Mental, mechanical and problem work should all form part of a planned scheme in which skill in the basic processes can be maintained by the use of a variety of interesting settings. Fractions, decimals, percentages and measures

should be those normally met with in everyday experience and should not lead to a feeling that Mathematics is divorced from reality. Opportunities should be provided for practical work demanding individual initiative and group co-operation. The use of graphs and ready reckoners should be taught and accepted as normal practice. Reliable short methods should be introduced for the more able pupils. Mathematics should be regarded as satisfying a practical need in almost all aspects of life.

Social Studies

A four-year Course should be planned to give pupils a sense of their position in society and their responsibilities to it. The more they can learn of its growth and the complicated pattern of interdependencies within it, the better, for it is vital that each young worker should begin to realise at an early stage the function of his own particular job as an integral part of a larger activity within the firm and its place in the world of industry, or commerce generally. Much practical work based on planned visits is essential and no one type of visit should receive too much emphasis. Other subjects of the curriculum are involved in a full development of social studies. In History a knowledge of the growth and development of industry will give pupils a more intelligent appreciation of the pattern of modern industry. Factors influencing the development of local industries should be studied. International considerations in world trade should be investigated, together with the sources of raw materials, trade routes, markets and the conditions in which people live and work in other lands. By the study of the contributions to industrial and social progress made by inventors, craftsmen, scientists and reformers, the pupil will be more likely to appreciate the value of the individual to the community and will begin to recognise those qualities of character which produce greatness of one kind or another.

Crafts

The crafts should be sufficiently varied to give all boys and girls the experience of handling and shaping a wide variety of materials. They will thus be able to discover not only differences in texture, but also the reactions felt within themselves when working them. Their increasing skill will bring greater self-confidence and self-respect. In the Alternative Course a major craft or group of crafts

should receive more detailed attention and should be used with great benefit as a focal point for other subjects. Thoroughness and a sense of pride in good craftsmanship which will be carried over into after-school life should be fostered, together with a realisation of the importance to the community of good craftsmen. Group loyalty should be stimulated by means of projects in which the individual could contribute his share for the good of the group. Critical appreciation of one's own work and that of others, and some understanding of form, design and function should lead to a livelier and more intelligent appreciation of the best both in the products of industry and in one's own social life.

Other Subjects of the Curriculum

The value of those subjects of the curriculum which have not yet been discussed specifically is not to be under-estimated.

Science impinges on all aspects of life. One of the main objectives of the Science Course should be the development of scientific method. Pupils should be trained in systematic observation and recording, in the initial assessment of evidence, in deduction and verification, and in arriving at conclusions based only on complete knowledge of the facts.

Except for the few, music is unlikely to have any direct bearing on employment, yet the place of music in Secondary Education is rarely challenged. Arts and Crafts, which should give outlets for spontaneity in many ways, may have little connection with the future work of some pupils. For many, however, an awareness of form and colour and good artistic taste will be very valuable assets. It is important, moreover, that the indirect effect of those two subjects on the young worker should be recognised. If in his leisure he is able to find spiritual and emotional refreshment in the pursuit of music and the arts, or, for that matter, in hobbies of other kinds, he is likely to work more efficiently.

As Chapter IV has been devoted to the physical development of the pupil it is sufficient here to note that good health habits and physical fitness are essential to many forms of employment and desirable in all.

(C) DEVELOPMENT OF SPECIAL ABILITIES

In the mental constitution of the growing child there is an array of special abilities which vary in degree. During adolescence they

normally begin to assume a distinctive pattern which is described as an "aptitude" or "bent". Thus one child may develop an aptitude for understanding machinery, another for handling materials, another for design, another for games, another for figures and so on. The main points for those concerned with education are, therefore, first, that in the Primary School and the early part of the Secondary School course the pupil should be given a sufficient variety of activities for his special abilities to find outlets and, secondly, that as soon as it is possible to distinguish settled aptitudes from passing interests the curriculum should meet these needs.

For these reasons in the first and second years of the Secondary Modern School the curriculum should be broad and should be the same for all the pupils.

During the second year the evidence of the Secondary Modern School Pupil's Record Card should point to the choice of the most suitable Alternative Course. That evidence will include both a scholastic record and reference to particular aptitudes. The pupil's interests and hobbies, too, will influence the choice. After consultation with the parents the pupil should be entered for the Alternative Course which by its particular character will foster those aptitudes and interests, and which will recognise broadly the kinds of knowledge and skill which employment will require. Simultaneously the general education of the pupil will be served by the stimulation of his interest and endeavour in the Alternative Course.

The Technical Course for Boys, which is given character by the emphasis on Metalwork, Woodwork, Technical Drawing, Mathematics and Science, should serve the development of such aptitudes as those required in workshops of all kinds, and the building trades. Whilst one boy shows a flair for Metalwork and Woodwork, another may be most successful in Technical Drawing and Mathematics, and another in Science. If the Course is planned to include group work and individual work in addition to class teaching, not only should each of these boys get a full opportunity to develop his flair, but each would also receive appropriate training for the qualities referred to in (A) on page 92 and the general knowledge and skill referred to in (B) on page 95.

Similarly, the Technical Course for Girls is designed for those pupils of fair intelligence and good general attainment who show aptitudes for Housecraft, or Cookery, or Needlecraft, or looking after others, and may well enter employment requiring those aptitudes.

The Commercial Course recognises the many different kinds of openings in offices. In this Course different pupils, whose attainments in English and Arithmetic should be satisfactory, may develop such different aptitudes as arithmetical, linguistic, dexterity in operating keyboard machines and a keen sense of order.

The Rural Studies Course, properly conceived, is appropriate to the present and future needs of many rural pupils; it should reflect the variety of trades that together now constitute rural industry.

In every school a Practical Course provides for the pupils of lower intelligence and attainment. These pupils, too, have aptitudes, the recognition of which should assist the school in arranging appropriate educational treatment. In some of these pupils aptitudes may not be conspicuous, whilst others may show a surprising degree of talent in a particular direction. The importance of giving scope to the aptitudes of the dull pupils is paramount. The kinds of employment most of them will enter will rarely make heavy intellectual demands; rather will they require certain physical and temperamental qualities. The development of moral character in these children should override everything else in their education. The Practical Course should afford them interest and opportunity in great variety.

It will be clear from the foregoing that the Alternative Courses in Secondary Modern Schools are a means of educating the pupil in accordance with his age, ability and aptitude, and with due regard to his future needs as a worker. They should be used for the inculcation of good attitudes, contributing to his all-round development, and for the development of particular talents. Through the framework of the curriculum the life of the entire school should spring from spiritual and moral values to which the staff subscribe in deed and word. Those varied facets of a rich school life, which are known usually as out-of-school activities, denote the opportunities the pupils have to range widely over the fields of human thought and skill. Whether or not they will be of use to pupils in their jobs, there can be no doubt of their value in after-school life. For many pupils they will be of use with regard to employment. Occasionally there will be the pupil with outstanding ability in music, or art, or drama, or sport. Success in these fields goes to those who have a real flair, have been well trained and have worked hard.

2. The Choice of Employment

Secondary Modern School pupils, with a range of intelligence from educationally sub-normal to above average and a wide range of abilities and interests, enter almost the whole field of employment, including openings leading to the professions and apprenticeships in many trades.

If a child of fifteen takes a job for any reason but the right one (namely, that he is interested in it, he thinks it will suit him and he wants to make a success of it), he is likely to suffer frustration which may stifle all his ambition and possibly lead to unhappiness.

The ultimate choice of a career must be left to the pupil and his parents, but the Education Authority has a duty to prepare him to make this choice adequately. The school-leaver is entering a world where he may feel that his interests are not of first importance. He becomes a small cog in a very big machine. The view he has previously held of working conditions may often have been a completely unrealistic one. He needs advice because at school he may well change frequently his vocational interests and preferences and is often influenced unduly in choosing a job by proficiency in a school subject or a leisure interest. He does not recognise the other factors involved. Changes of job in the early years of employment are often caused by the young person's taking a job which is beyond his capacity or in the case of a capable boy, doing repetitive work requiring no initiative.

The assistance the pupil needs with regard to choice of employment may therefore be said to fall into two main categories:

(A) PROVIDING INFORMATION

All Secondary Modern Schools are provided by their District Youth Employment Officers with suitable careers booklets as they are published. The Central Youth Employment Executive's "Choice of Careers" pamphlets, written specially for school-leavers, are purchased. Whenever possible, company and industrial publications are obtained in sufficient numbers to distribute to schools. In addition, all Youth Employment Officers hold very comprehensive careers libraries, freely available to schools, which are kept up to date and which cover over two hundred main careers. From time to time films have been shown, but this service has been restricted to some

extent by the scarcity of suitable films. Most schools arrange visits to various industrial and similar undertakings in their locality, and on occasions workers have been invited to visit schools to talk about their occupations.

Recommendations

Schools should ensure that the fullest use is made of all avenues of information in order that every pupil has, by the time he commences his last term at school, a broad and balanced picture of the occupational field within his own area, and some knowledge of industry outside that area.

It is of vital importance, therefore, that in each school there shall be a Careers Master or Mistress whose function is to co-ordinate all the information services available to the pupil and to plan the programme of work within the school which has a bearing on the choice of employment.

Each school should have a careers section in its own library with publications on occupations readily available on loan. The teacher in charge should encourage pupils to find out for themselves in this way full details of any career in which they are interested, and recourse can be had to the Youth Employment Officer's library when the information required is not available at school.

A properly planned programme of school talks and visits is an integral part of preparation for employment. Most children will take up local employment and during the two years of the Alternative Course they should visit all the major local industries. These visits should not be isolated from the curriculum, nor should they be regarded as "days out". Pupils should be properly prepared for each visit by a teacher and, where necessary, by the Youth Employment Officer or a representative of the firm concerned. The visit should be followed by a discussion period or by suitable written work. A useful plan is to give each pupil, or group of pupils, specific questions to which they are expected to obtain answers during the visit, either by observation or by enquiry. Later on, each pupil or group can present the findings for general discussion and enlightenment. For some occupations—e.g. Nursing—it may be better for each student to compile her own notebook of information gained from visits to various establishments and the study of the literature on the subjects. Essays may also be set on various topics connected with visits, the aim being for individual pupils to find out certain facts for

themselves and for their knowledge to be pooled for the benefit of the group as a whole.

Sometimes, for example, regarding clerical and shop work, it will be appropriate for speakers to come to the school and tell groups of children what their work involves. Visits by workers in various employments, especially if they are former pupils of the school, can do much to dispel ignorance of industrial life and will be valuable in preparing pupils to make the transition from school to work.

The importance of a teacher to co-ordinate this work in the school cannot be over-estimated. Those who feel the need for some instruction should consult their Youth Employment Officer, who will supply them with the information they require and can arrange for parties of careers teachers to meet various industrialists to discuss common problems.

(B) VOCATIONAL GUIDANCE

In order to give effective vocational guidance the Youth Employment Officer must rely to a great extent upon the co-operation of the school. His visits to the school are necessarily restricted by time factors, as each of the Cheshire Youth Employment Officers deals on an average with 1,000 school-leavers and 400 youngsters changing employment each year. The critical period during which the pupil will be preparing to make a final decision on his choice of career is between the general careers talk and the vocational guidance interview, i.e. roughly during the pupil's penultimate term and the beginning of his last term.

He should be given all the information he seeks at this time, even if he is obviously unfitted for the employment in question, because he must satisfy *himself* that he is not suitable. The Youth Employment Officer will always be prepared to help teachers with information and advice in this connection.

Parents should be encouraged to call at the Youth Employment Bureau for information on specific careers, so that they themselves can help their sons and daughters to come to a decision.

Head Teachers should be prepared to hold meetings for parents of final-year pupils at which the Youth Employment Officer and the school staff can meet them and discuss their queries. These meetings could usefully commence with brief talks by Head Teachers and the Youth Employment Officer on the various factors involved in the choice of a career, after which the staff and Youth Employ-

ment Officer could be available to talk to individual parents.

During each term the school should prepare a confidential leaving report for each pupil eligible to leave during that term. The importance of completing the fourth year and, where appropriate, of transfer to the Grammar School will already have been stressed by Head Teacher and Youth Employment Officer. The report gives details of the pupil's ability, attainment, aptitude and health, and should be sent to the Youth Employment Officer in good time for study prior to the Vocational Guidance Interview. The School Record Card, which should include a recent measure of the Intelligence Quotient, should also be available for perusal by the Youth Employment Officer and he should discuss individual cases with the Head Teacher or Careers Teacher beforehand. In all cases the Intelligence Quotient should be given as a general guide to the level of employment suitable.

Wherever possible the Vocational Guidance Interview should take place early in the pupil's last term. The school should ensure that the pupil is adequately prepared for this interview, and that he should be aware of its importance and encouraged to bring his parents. The interview room should be suitable for the purpose and the interview undisturbed. Parents should be invited and the Head Teacher or Careers Teacher should also be available. At this private interview the Youth Employment Officer will be prepared to give specific advice on the child's suitability for particular careers and also to offer the placing service, should it be required. In many cases this interview is the first of many before a child is finally settled in employment.

3. The Transition from School to Employment

The abrupt change from membership of the carefully ordered community of the school to that of the place of employment has a disturbing effect on many children. It should therefore be the subject of close collaboration between the schools, the Youth Employment Service and the places of employment. Head and Assistant Teachers should be brought to a knowledge of industrial conditions, so that they may prepare pupils for the customs and practices of conduct and conversation they will meet. Employers and older workers, for their part, should be brought to understand what the school is trying to do. Thus teachers should see more of industry and employers should see more of schools. The outcome of such co-

operation would be a smooth and happy transition, in which there is less likelihood of the child's moral outlook being disillusioned and his character shaken. An obvious channel of co-operation is the County Youth Employment Service. The development of co-operation of this kind is probably the one advance that is required more than any other in the development of education as a social service. In other words, the school should be regarded by those inside and outside as a working part of a working community.

Chapter VIII

CO-OPERATION WITH OTHER EDUCATIONAL AGENCIES

I. Introduction

FORMAL education is the most important of many educative agencies influencing the lives of children. Home, Press, radio, cinema, Church, club and street, however, all have a contribution to make, whether conscious or incidental. It is a dangerous assumption that the school can prove a ready substitute where some of these influences fail, and a sufficient antidote where others become potent for evil. Admittedly the Secondary School should co-operate closely with all other agencies which may affect the mental, spiritual, moral, physical and emotional health of its pupils, and should seek to counteract all adverse influences. Limitations of what the school can achieve should be clearly recognised: it should not usurp the functions of the home nor accept all the responsibilities of society; it should not attempt to control the whole waking life of the adolescent or shelter him from the impact of realities outside the school. One of its primary functions is to transmit the best values of society to the new generation and, while making them aware of the codes of social and personal behaviour to which society expects them to conform, to develop in its pupils a critical attitude and high personal standards. In the approach to the problem of co-operation with other educational agencies, it should not be assumed that the initiative should be entirely with the school; society in its widest sense has an equal responsibility to seek co-operation with the school.

2. The Home

The home stands pre-eminent as an educational influence.

While home and school have the same general purpose in securing the harmonious development of the child, each has distinct and special functions. Throughout all stages of the educative process, close co-operation between home and school is vital. The relation should be one of mutual respect founded on knowledge; the teacher should be aware of the home conditions of the pupils, and the parent

should know something of the purpose and practice of the school. Such desirable co-operation is not obtained without conscious effort to promote it; in this the initiative lies most frequently with the school, either through an approach to individual parents or to the body of parents as a whole.

Consideration needs to be given to methods by which contact between home and school can be most effectively achieved.

(A) FORMAL CO-OPERATION

(i) Speech Days, Concerts and Dramatic performances, Exhibitions of Work, Open Days, Sports Days, Swimming Galas and other athletic activities all offer opportunities for parents to visit the school to see some aspect of its life and work.

(ii) Many schools have proved the value of Parent-Teacher Associations. The activities of such an association should not be confined to social occasions or to raising funds for school equipment. Many parents are perplexed about the care and education of their children and concerned about simple problems of behaviour. Many are anxious for competent guidance and welcome opportunities for sharing experiences. When their children reach the adolescent stage, many parents are concerned with their own and the school's responsibility for sex instruction and the attitude of their children to it. On these and many other appropriate themes, a Parent-Teacher Association may profitably establish a forum for discussion under experienced guidance. In this way parents may be educated to their responsibilities and to the basic facts of child growth and development.

(iii) Medical examinations provide an occasion to which parents are invited and they should be encouraged to attend. Consultation with the home should be normal practice when children are in need of medical attention or remedial treatment; emphasis should be laid on the joint responsibility of the home and school for promoting the physical welfare of the child.

(iv) The parent should be encouraged to attend the interview with the Youth Employment Officer. Such an occasion can serve to underline the school's interest in the pupil's future career.

(B) INFORMAL CO-OPERATION

(i) Formation of a Parent-Teacher Association to promote home and school co-operation should not prevent the establishment of a

more intimate teacher-parent relationship. Head Teachers should not hesitate to invite parents to the school to discuss the problems of individual pupils; few parents fail to respond to this personal approach. It should be made clear to parents also that their visits are generally welcome, that the school is prepared to discuss and advise. Too often visits are emotional occasions associated with real or fancied grievances on the part of the parent. An important function is served when parent and teacher discuss an individual child; the different attitudes adopted and the different standards of assessment are often illuminating and may lead to a fuller understanding of the child. In order to advise parents adequately the school should possess knowledge of the child's home background and a sympathetic understanding of emotional and other problems resulting from inadequate and unsatisfactory home circumstances. While the school cannot influence the material conditions of the home, many Head Teachers give valuable help in the reduction of family tensions by their interviews with parents. They explain to the parents the effect of family conflicts and emotional tensions on the child's personality and behaviour, and they may by their advice secure improved personal relationships within the home.

(ii) Parents for their part should be aware of some of the aims and purposes of the school and of the standards and attitudes it expects of its pupils. Conflicts may be avoided and the maladjustment of individual pupils prevented if home and school are consistent in their demands, in their discipline and in the standards set.

(C) VISITS OF TEACHERS TO THE HOMES

This is a form of co-operation which must be used with discretion. Normally it should arise in response to an invitation or possibly from the prolonged illness of a child. It may serve in the last resort as an approach to a home which has failed to respond to all attempts made to secure co-operation with the school. It must never lead to a suspicion of prying and interference.

(D) THE UNSATISFACTORY PARENT

One of the problems of the school is to contact those parents who fail to respond to every effort made to secure their co-operation. Such parents often provide the most unsatisfactory types of home. School Welfare Officers and Health Visitors may help to promote contact between home and school. Where co-operation cannot be

established and this is considered essential in the interests of the pupil, Head Teachers should report the facts to the Director of Education. If parental neglect is such as to impair the efficient education of the child, the Authority should, after reasonable provision for advice and warning, make full and determined use of its statutory powers.

The improved attitude of parents in the past generation is reflected in increasing co-operation between home and school, in the confidence which parents have in the advice and guidance offered by the Head Teacher and in the support given to school activities and associations of parents and teachers. Parents and teachers are increasingly aware that they are partners in a joint enterprise and that together they form the most significant and influential of all the educative agencies.

3. The Church

Church and school have a common purpose in serving and sustaining a Christian society and satisfying the spiritual needs of its members. The diminishing influence of the Church in the modern world throws an added responsibility on the school to transmit the Christian faith and to maintain the spiritual values which form the basis of a Christian Democracy.

(i) The school has opportunities in its daily life of providing spiritual and moral experiences not only through its act of corporate worship and the quality of its religious teaching, but through the tone and atmosphere it creates and the high personal standards it should demand of its pupils. Art, Music, Literature, Science and other subjects all make an indirect contribution to the child's awareness of God. The inculcation of the right attitudes is one of the functions of the school and this should include the right attitude to the need for spiritual experience outside the school.

(ii) The school should be an example of a living Christian community in which duty to God and one's neighbour is exemplified in practice.

School and Church should co-operate fully both formally and informally whenever opportunity arises:

(A) INFORMALLY

(i) Schools can encourage pupils in Church membership.

(ii) School-leavers are presented with Bibles and encouraged to use them.

(iii) The Agreed Syllabus offers ample opportunity of showing the effect of the Church's influence on civilisation. Emphasis should be laid on the continued need for a society founded on Christian principles if civilisation is to survive.

(iv) Many teachers actively engaged in Church work form a link between school and Church.

(v) Minister of Religion and Head Teacher may need to discuss individual pupils who are members of school and Church.

(B) *FORMALLY*

(i) Schools may use their local Churches for special services (e.g. Carol Services).

(ii) Representatives of the Churches may be invited to attend schools to take part in services on special occasions.

Not all the initiative for co-operation should rest with the school.

Apathy in religious matters, the lowering of spiritual and moral values, the falling-off in Church attendance, all arise from many causes in a complex social order. The Church must be vigorous in its pastoral and missionary work, and, as an alternative to mechanical entertainment, it must offer its young people opportunities for service and responsibility and provide creative and recreational interests and activities. In all its efforts for the spiritual and moral well-being of the younger generation, it can be assured of the support and co-operation of the schools.

4. The Press

(A) *NEWSPAPERS*

The Press is rightly regarded as one of the fundamental institutions of a free society; although the public are the final judges, the day-by-day influence of newspapers not only on opinion but on standards of taste and on social life is very considerable. There is a growing consciousness of the importance of newspapers as a factor in the democratic way of life, and the freedom of the Press from control and interference is regarded as a basic principle of civilised society. Much material for study is available in the report of the recent Royal Commission on the Press which focused attention on the part played by newspapers in the national life.

Recent research has shown, however, that despite the influence the Press undoubtedly exerts on public opinion and on cultural and

social standards, it plays no significant part in the reading habits of the Secondary Modern School child. Few read the family newspaper where one is taken; apart from the sports news and occasional sensational events, little interest is shown and the news is readily accepted from the wireless. The outlook of the family newspaper is usually accepted and the parental attitude towards it adopted.

(i) To counteract this apathy and to promote critical reading of the Press, newspapers and periodicals should form part of every school library. A critical study of current events can do much to overcome the feeling that the school deals only with matters remote from life. Examination of the same event as reported in a variety of newspapers is an excellent method of learning the political and economic colouring given to events by the Press and illustrates the need to separate fact from opinion. Wall newspapers made from an assembly of cuttings can be compiled to illustrate these facts.

(ii) An analysis of the space devoted by various newspapers to such things as sport, fashions, advertisements and sensational stories, and discussion on the type, layout, cartoons, artistic appeal and other characteristic features all serve to illustrate the diversity of the daily newspapers and to kindle a critical interest in them.

(iii) A planned approach to the problem of newspaper reading should form part of the English scheme of the school. Its aim should be not only to foster interest and an increasing awareness of the events of the world, but to develop the habit of reading critically so that an attempt may be made to recognise fact among opinion, propaganda and spurious argument.

(iv) Pupils should be made aware of the value of the freedom of the Press, how this is preserved, why it is jealously guarded, and how correspondents, special correspondents and news agencies work. Interest may be further stimulated by visits to a newspaper office and by talks by newspapermen on their work.

The Royal Commission on the Press indicates that a more enlightened and better educated public is beginning to demand higher standards in the content and appearance of the popular daily papers. It is in the schools that the foundations for such demands can be laid.

(B) COMICS, ILLUSTRATED MAGAZINES AND PERIODICALS

The private reading of many Secondary Modern School pupils is limited to comics, illustrated papers, magazines of various kinds,

"bloods" and thrillers. Many of these publications present lurid scenes of violence and vice, production and printing are poor, illustrations are crude and inartistic, and standards of English low.

It is not to be expected that the school can directly influence the standards of these publications. Its concern must be to give to its pupils every opportunity to develop taste and discrimination in their reading habits.

It should not despise and reject the better comic and cheaper literature, but seek to extract whatever is useful and profitable as a basis on which to build improved standards of taste.

(C) BOOKS

(i) Reading in the classroom can have much more variety than has often been the case. Books must be provided to meet a wide range of interests and reading abilities. The new generation must be taught to handle books and to enjoy reading according to current interests.

The school often has the difficult task of counteracting the influence of a home with poor cultural standards, where no books are available.

(ii) Schools should establish good libraries of their own. Children should be taught to use indexes and works of reference. To seek information from books, they can be taught the simple elements of the reference systems and the usual arrangements in libraries. Their reading should be widened to include books on everyday subjects, crafts and sports in which they may be interested. The fiction section of the library should contain books to cater for the wide range of ability found in the Secondary Modern School. Pupils should be encouraged to take books home and to make use of the public library.

(iii) Co-operation with the local library is important and has already been well established by many schools. Where possible, visits to the library and talks by the librarian should be one feature of this co-operation.

(iv) Magazines often cater for the adolescents' need for romance and adventure, or are concerned with their interests in the cinema, fashion, sports and pastimes.

Good magazines and a selection of newspapers should form part of the normal provision of the school library.

5. The Radio

Radio is now established as a normal feature of everyday life, and its immense possibilities as an educational agency are generally accepted. Recent research into the listening habits of children indicates that, although children are not normally concerned with the quality and suitability of radio programmes, they are selective in their listening; that children of Secondary Modern School age do not generally listen to Children's Hour, and that programmes offering variety and light entertainment have the most popular appeal. Few listen to serious music, to talks and discussions or to plays outside the normal broadcasts to schools. Even in homes where the wireless provides a continuous background of noise, older children listen only to those items in which they are interested. Since the school can have no direct influence on the nature or quality of the programmes provided for public entertainment, its main purpose should be to develop the listening habits of its pupils. Some of the ways in which this may be achieved are suggested below:

(a) The *Radio Times* should form part of the news and general interest sheet in the classroom, so that teachers may draw the attention of pupils to appropriate parts of the radio programmes.

(b) On occasions, listening tasks for the children should be set to be followed by free discussion in school on the following day.

(c) Discussion of suitable radio items, both before and after transmission, should form part of the normal work in spoken English.

(d) Opportunities are afforded by the use of the school broadcast lesson to train pupils to listen intelligently and critically. Comment should not be limited to the content of the lesson; discussion should include the effectiveness of presentation and the successful use of the wireless as a teaching aid. Children's observations on these aspects of the use of radio are often useful and informative.

(e) Free discussion of children's interests and their reasons for their choice of programmes should be encouraged.

(f) Schools should co-operate readily with the B.B.C. in assessing the success or failure of school broadcasts and in this the pupils themselves should be asked to voice an opinion.

The B.B.C. presents a wide range of programmes suited to the needs and interests of all. It is by educating its pupils to be dis-

criminating in their selection, by raising their standards of taste and by training them to listen intelligently and critically that the school can make its main contribution to the effective use of radio.

6. Television

Television, as yet in its infancy, may profoundly influence the social habits and cultural standards of our society; initially, at least, it has tended to reduce the appeal of outside attractions and to unite the family in shared experience. Children are often quite unaffected by unsuitable films seen at a cinema. Unsuitable plays on the television screen, however, may be shared by children and adult members of the family, and discomfiture caused by unsavoury situations and material serves to emphasise its undesirable nature. In the quiet intimacy of the home, the experience shared by a comparatively small group of closely related people is far more personal than a visit to the cinema. Additional dangers of television are that children will spend leisure hours in indiscriminate viewing at the expense of creative activities, hobbies, reading and outdoor interests and that late programmes will result in inadequate sleep.

(a) Selective viewing for children from the programmes available is essential. While this must remain largely the responsibility of parents, the school may, by informal discussion with pupils and by close co-operation with the home, assist parents in the wise choice of programmes suitable for their children.

(b) Television as an educational medium within the school is as yet only in its experimental stages, but wisely developed and directed it has great potentiality.

Suggestions made with regard to the effective use of radio apply equally to television.

7. The Cinema

The Secondary Modern School must accept the fact that the cinema is part of the way of life of our children; only when attendance is excessive and indiscriminate, and when children continually see unsuitable films, can it be regarded as harmful.

It has been stated in an authoritative report, *Eighty Thousand Adolescents*, that the cinema exerts a greater influence over young people than does the Church, radio or the printed word. They are influenced by films in speech, dress, thought and behaviour, and there is a tendency to adopt the values and standards set before them.

There is little evidence that the film is an important contributory factor to juvenile delinquency or to the development of serious undesirable social attitudes. Passivity and lack of vitality and initiative often appear to derive from habitual cinema-going. Habitual attendance at the cinema both on the part of adults and children is often an escape from the drab surroundings of the home and the unpleasant realities of life to the fantasy life of the screen, and often indicates lack of other interests and activities.

Although the school cannot influence directly the quality and suitability of commercial films, nor can it co-operate with the producers of films for public entertainment, it has a positive contribution to make to the intelligent use of the cinema by its pupils.

(a) Teachers should use films showing locally as a basis for debate and discussion as part of the work in spoken English. Not only does this provide a topic in which pupils are interested, but affords opportunities for fostering critical judgment in the quality and suitability of films. For more intelligent pupils, written work may include descriptions of films seen, with reasons for their appeal or otherwise. Film appraisal provides a valuable source of suitable material for the English lessons and enables the teacher to encourage a critical attitude to the cinema.

(b) The school should encourage children to see films of merit. Organised visits to the cinema either during school time or in the evening to see especially notable films can be used to develop film appreciation.

(c) Where facilities and equipment permit, the formation of a Film Club to show and appraise films should be encouraged. This more direct approach to the teaching of film appreciation may be possible only in a limited number of schools.

(d) Factual films are used by many schools as part of teaching technique. Although specialist teachers using these visual aids are concerned mainly with subject-matter, opportunities may be taken to discuss critically with pupils the method of presentation and the effectiveness of the film for its purpose.

(e) Teachers should co-operate whenever possible with agencies concerned with the production of suitable films for children, both documentary and entertainment.

(f) Consideration of the film as an art form may profitably be included in the Art Course at the secondary stage.

(g) The school should foster and develop a wide range of practical hobbies, activities and other interests as an effective antidote to the cinema habit.

8. The Theatre

An increasing interest in the theatre, which is meant here to include plays, ballet, opera and operetta, is being shown by pupils of the Secondary Modern School. This may be due to hearing and seeing plays on radio and television or to the continual and developing encouragement of dramatic activity within the school itself. Such interest should be sustained and fostered by the school, not only by extending its own dramatic activities, but also by encouraging attendance at the theatre as a leisure pursuit; the theatre should include ballet, musical comedy and operetta.

(a) When opportunity permits, a visit to a local theatre to see a suitable play might be organised as a school activity.

(b) Discussion of plays on radio and television form a useful introduction to the "live" theatre.

(c) The history of the theatre may be included as part of the history scheme at the secondary stage. A visit to a theatre back stage might be incorporated in this.

(d) The attention of pupils should be drawn to suitable plays on radio, television or at the local theatre, and those pupils who have opportunities of seeing them should be encouraged to discuss their impressions freely.

(e) Pupils should be encouraged to write and produce their own plays in the classroom.

(f) Play reading, mime and puppetry all have a contribution to make to an appreciation of the art of the theatre.

(g) Pupils should be trained to be critical of material, production and performance.

(h) Occasional visits to the school by professional actors can be very stimulating. They may present excerpts, illustrating various aspects of drama.

(i) The formation of a School Dramatic Society is a means of generating considerable interest in the theatre, not only among players, stage hands, makers of scenery and costumes and electricians, but also among all members of the school community. The organisation of Drama Festivals within the school and participation in local Festivals may do much towards the promotion of interest

in the theatre, to the development of discrimination and the formation of taste.

(j) Pupils who show particular keenness and ability should be encouraged to join an Amateur Dramatic Society.

9. Clubs and Other Organisations

Among the many educational agencies there is a wide variety of voluntary organisations serving the needs of boys and girls.

(a) Out-of-school activities form an increasing feature of the life of the Secondary Modern Schools; a wide variety of clubs and societies provides outlets for children of differing interests. They are of tremendous value in giving vitality to the school and in creating in their members such attitudes as initiative, a sense of responsibility, group loyalty and a spirit of service.

(b) Clubs and Youth Organisations which are in existence apart from the school cater for the leisure hours of many children and it is well for the school to know much about the leisure activities of its pupils. It may be possible to link these extraneous interests and activities with those of the school. On the other hand, the school might help the child to seek more profitable use of leisure, and introduce him to desirable organisations, which meet his needs and which will assist in the development of those qualities which the school seeks to engender in its pupils.

(c) Close co-operation should exist between the school and the various Clubs and Youth Organisations in its area. The school should be aware of the nature and purpose of such organisations, the type of interest they cater for, their effectiveness as a social unit, the opportunities they offer for leadership and responsibility, and the activities they provide.

(d) Leaders of Youth Organisations should discuss with the school problems of individual children when necessary. Such discussions often show the differing attitudes of the child in different social environments. Paid Leaders often find consultation easier to achieve, since they are available in pupils' time.

(e) The formation of Old Pupils' Associations may and should be encouraged by the teaching staff of the Secondary Modern School. Many ex-pupils who may not be strongly attracted by such organisations as those described above are likely to welcome the opportunity to maintain social contact with boys, girls and teachers they have learnt to understand, and by whom they feel they are under-

stood. The activities of such Associations vary considerably, but the central purpose is usually the same, namely, to preserve valued friendships and loyalties. The opportunities they afford for teachers to assist ex-pupils informally in their personal problems of employment and human relationships, are excellent and, perhaps, without parallel.

(f) It is not sufficiently recognised that the system of Further Education provides for recreative and cultural education, as well as the more clearly defined vocational education. School-leavers would frequently benefit by the help of their teachers with regard to the choice of classes and courses that would enable them to further their hobby interests and make better use of their leisure. Where facilities do not already exist, it is usually possible to provide them, if there is a sufficient demand. Thus Further Education is another example of an educational agency, which in some measure is open to the influence of the teachers in the Secondary Modern School.

Many agencies other than those mentioned here contribute unconsciously and incidentally to total education. The home surroundings, the street and park, local and national Government, the health and other welfare services, all exert a subtle and intangible influence on the total education of the individual in a complex society.

Chapter IX

THE DULL CHILD

1. Definition of Terms

A CHILD whose Intelligence Quotient falls below 85 is referred to as "educationally sub-normal". Throughout this book the term "dull child" means one who obtains an Intelligence Quotient of 85 or less on Moray House Intelligence Tests, but who has not been classified as ineducable.

A child may only be excluded from school as ineducable on the recommendation of the County School Medical Officer. For the ineducable, it is intended to provide suitable occupation centres. Certain children of low intelligence, but who are educable, are considered for other reasons unsuitable for education in the ordinary school. These reasons may be emotional maladjustment, or because the pupil comes from a home whose effect is so adverse as to nullify the teaching of the school. To cater for the needs of this special group of dull children, the Cheshire County Authority has established a Residential Special School for boys at Grappenhall Hall and is planning to provide a similar school for girls at Capenhurst Grange.

The term "dull" should not be confused with "backward". Dullness implies an inherently poor intelligence. Backwardness is a term indicating lack of educational attainment in one or more subjects, e.g. a pupil is considered "backward" in English or Arithmetic if his attainment quotient on a Moray House Test is ten points or more below his Intelligence Quotient. A child of any ability may be backward. It follows that a dull child may be merely "dull" or "dull and backward".

In the Secondary Modern Schools of Cheshire an average of 20 per cent of pupils are dull. The problem, however, is one that is individual to the school. The percentage of dull children varies from under 10 per cent in some schools to over 30 per cent in others. Again, the range of dullness and the concentration of pupils within this range are important factors influencing the type of problem within a particular school.

The I.Q. range of dull children attending the Modern School will be between 55 and 85. Below is a table which shows the mental ages (M.A.) of these children at 11, 13 and 15 years chronological age (C.A.) corresponding to certain I.Q.s.

C.A.	11	13	15
	M.A.	M.A.	M.A.
I.Q. 55	6.05	7.15	8.25
I.Q. 65	7.15	8.45	9.75
I.Q. 75	8.25	9.75	11.25
I.Q. 85	9.35	11.05	12.75

2. Characteristics of the Dull Child

For one reason or another the standards of attainment of the dull child in the Primary School may not have been commensurate with his intelligence. For example, the numbers of pupils and physical conditions in the Primary School may not have allowed for suitable individual and group methods of teaching to be adopted, together with carefully graded and appropriate teaching material suited to the progress of the dull child. Again, other factors outside the control of the school may have adversely affected his progress.

School work involves dealing with abstract concepts and verbal situations and, however well adapted teaching methods are to the needs of the dull, they cannot be entirely divorced from the spoken and written word and abstract ideas. It is the inability to deal with these which is a marked feature of the dull mind.

The dull child's sub-normal mental equipment, of itself, frequently results in backwardness as well as dullness.

During his Primary School career the dull child will have watched the gap of academic achievement between himself and his fellows gradually widening from the time of entering the Infants' School until he leaves the Junior School. It has taken him years to learn to read even a very little, and he may have developed a fear of and dislike for reading. This will have affected his attainment in many school subjects and may have had an adverse influence on his general attitude to school as a whole.

When he enters the Secondary School it is likely that, to a greater or less degree, he has lost confidence in his own powers and lacks persistence and concentration. His classroom behaviour may

be affected; extreme cases will be either the actively naughty and aggressive, or the very quiet and apathetic, both attitudes adopted in an attempt to compensate for, cover up or escape detection of deficiencies in formal school work.

Uncertainty in the face of the unknown gives rise to anxiety and blocking of the learning process. Many a dull child will not try because he is afraid he will not succeed. He has adopted the attitude that rather than fail, it is better not to try at all.

His home background may be poor, the family may be large and he may lack individual care, privacy and room for his own activities. His record of attendance at school is often poor. This may be due to lack of interest in school work, because of his low educational attainment and the constant failures and difficulties he encounters. The slightest indisposition may be used as an excuse for absence from school. On the other hand, the effect of poor home conditions and indifferent parental care from infancy may predispose him to certain ailments. Frequent absences will have the effect of making him backward as well as dull.

His leisure activities are limited, the cinema probably being very high on his list and reading not appearing at all.

His emotional development is often slower than normal and stops at a lower level. His behaviour, therefore, is sometimes comparable with that of children much younger than himself.

He works better in things which are concrete; he has little understanding of abstract ideas. His attainment in craftwork approximates more closely to that of the average child than does his work in the more academic subjects.

Speech which is rapid or loud or both is often not understood, since comprehension of the spoken word is slow. Words are not always translated into a concept or idea in the mind of the child.

His muscular development and co-ordination are often poor. These are shown in the lack of control of the smaller muscles and result in clumsy, inaccurate and untidy work.

He may be suffering from physical defects such as partial deafness, poor eyesight or colour blindness, the effect of which on his work may wrongly be attributed to his dullness. He may be considered to be duller than he really is, and the physical defect may, therefore, go undiscovered.

He responds more to the personality of the teacher than to the subject.

He is slower in adapting himself to the different personalities of teachers and their teaching techniques.

Because of his lack of knowledge and his narrow experiences, he is more suggestible than the brighter child. He likes an established routine. While this can be used to advantage, the danger is that he tends to become content with pure repetition and has little desire for new experiments and progression which demand mental effort.

The dull child's span of concentration when using a mental process which is repetitive, e.g. in some mechanical arithmetic, can be considerable. Anything requiring progressive thought produces a quick falling-off in attention.

His need of social training is greater than that of brighter children of his own age.

Habit ingrained by careful training will have the greatest influence on his general behaviour. Abstract concepts of ethical behaviour will, in general, be outside his understanding.

The dull girl is less able to control, and hence display in a sociably acceptable manner, her awakening interest in the opposite sex. In middle adolescence, the effect on her limited intelligence often results in desire for immediate emotional satisfaction. Her lack of interests and poor mental ability make it difficult for her to canalise or sublimate her instinctive urges. To help her achieve emotional stability she needs affection and significance. It is important, therefore, for her to feel that she matters as an individual to her parents or adults in the school community.

Positive assistance in matters of personal hygiene and sex, and in the development of sensible attitudes and behaviour towards the opposite sex is essential. This is particularly important with dull adolescent girls, many of whom will come from poor homes where little help and advice is given in these matters.

There is a greater incidence of delinquency amongst dull children than amongst children of brighter intelligence.

3. Organisation

The number of children in the range of I.Q.s 55 to 85 varies considerably from school to school, the actual percentage varying from 8 per cent to 33 per cent. Again, the concentration of children at various levels of dullness may be quite different in two schools, although the overall percentage of dullness is the same. Organisation adopted within the school to group dull children together so that

they may follow a suitable curriculum and be taught by appropriate methods must be considered as individual to each school, in that it will bear relation to the factors mentioned above.

Where the numbers of dull children per age group are small, it has been found in practice that successful groupings can be obtained by combining pupils in a two-year age spread. Because of big differences in emotional development and interests, and also because of the introduction of Alternative Courses, it is probably unwise to teach together pupils of wider range than two years. In schools where there are very few dull pupils, it should be possible for them to be withdrawn from their class in order to receive special tuition in reading.

Because of their particular characteristics and needs it is better to arrange for dull children, at least during their first two years at the Secondary Modern School, to be taught by one teacher for the following general subjects: English, Arithmetic, Geography, History and, if possible, Religious Instruction. These subjects occupy about half the week's time-table. For the rest of their subjects, the children could be taught as a class by different specialist teachers or drafted back into their own age group or form. This arrangement would enable the form teacher to specialise for about half his teaching time in work with dull children and, if he wished, to teach the brighter children for the rest of the week. He should be responsible for correlating such parts of the dull children's work as are taught by specialist teachers, and it will be necessary for him to give frequent advice on all educational matters affecting these pupils. The specialist teacher must realise that, in dealing with dull children, the child and not the subject comes first. The subject should be used to stimulate the child to further mental activity.

It has been stated previously that the dull child is slower in adapting himself to the personalities of different teachers, their varying techniques and their manner of giving instructions and of questioning. He will flourish in an atmosphere of calm good humour with a teacher whom he knows well, likes and respects. The presence of the teacher is important to him until he makes sufficient progress to enjoy the work for its own sake and for the satisfaction which comes from doing a job unaided. There are times when, having suddenly become enlightened in a simple process in Arithmetic or filled with unusual pleasure and interest from some reading matter, it would be unwise to interrupt the enthusiastic urge to continue the

work in hand. In these circumstances, rapid progress is often maintained for a fair period, and to neglect such opportunities would be a psychological blunder on the part of the teacher. If a group of subjects, like those mentioned above, is taught by one teacher to a class of children, and if the total time spent on any of these subjects over a period of time is similar to that shown on the time-table analysis, the exact time allotted to a subject on any one day might vary.

Geography and History have been included in the above group of subjects because the content of the syllabuses for dull children is not such as to require the qualifications of a specialist teacher. They can be considered as subjects which will give interest and background to the world in which the children live, and create a greater understanding of people who do things differently from themselves.

The organisation suggested above gives greater latitude to the teacher of these subjects to fit the work to the child in order to retain his interest and to promote rapid progress. The form teacher should be considered responsible for the general education and well-being of the pupils in his class. It should be his duty to discuss matters affecting the children with the specialist teachers of subjects not included in the main group. Integration of the work, concern with the English and Arithmetic incidental to the other subjects and advice on methods for particular children having various standards of attainments in the tool subjects should be recognised as an important part of his work.

If the dull child is to make continuous progress in his work, then reading, written work in notebooks, spoken English and numbers which arise in the course of his work with specialist teachers must bear a relation to the stage and type of work which he is doing in his English and Arithmetic lessons. Without it frustration will follow, both for the pupil and the teacher. It is the responsibility of all teachers to assist with these two tool subjects—namely, English and Arithmetic.

In the first two years there should be concentration on these basic skills. To a considerable degree, work in other subjects will need to be controlled and directed towards furthering the pupil's efforts to achieve fluency, particularly in reading and written work. Below a reading age of 7 years a child is regarded as illiterate and can make no practical use of his reading. Between reading ages 7 and 9 years, he is semi-literate and can make little effective use of his reading. If the child is to be able to make use of his reading in the many activi-

ties arising during the later part of his school life and eventually when he leaves school, it is essential that he attain a reading age of at least 9 years. If this has been achieved by the chronological age of 13, during the last two years of his Secondary School course more attention and time can be given to the crafts as such.

It will be necessary, however, so to organise the work that the importance of English and Arithmetic in carrying out his craftwork is evident to him. If necessary, in order to achieve literacy, special daily tuition and coaching in reading and associated written work will have to be continued throughout the whole of the four years of the Secondary Modern School.

In order that he may gain the habit of reading for pleasure, books suitable for dull children at all stages of reading should be included in the class and school library.

Woodwork, Housecraft, Gardening, Needlecraft and the Art Crafts provide much material which may be used as a basis of work in English and Arithmetic. The interests of dull children are aroused by these crafts and it is through a close knowledge of what is being done in these subjects that the teacher of the tool subjects is able to show the dull child some aspects of the practical use of Arithmetic and English in everyday situations. Indeed, the completion of some of his crafts might be made to depend entirely on his comprehension of the printed or written word (within his reading age); and he should learn from experience that the satisfactory, finished article depends on accuracy of measurement and care at every stage. In order that the pupil's interest and spontaneity in the crafts may not be stifled, however, the teacher must combine subtlety and ingenuity in implementing this important recommendation.

4. Alternative Courses

Practical activities and Crafts act as the best vehicle for the education of dull children, and these children are therefore best suited by the Practical Alternative Course. With careful training in the first two years of the Secondary School, the dull children should be enabled to reach good standards of achievement in at least one or two crafts by the end of the Secondary School course.

5. Attitude of School Staff

In the treatment of dull children the attitude of the school staff is most important. These children should not be grumbled at for in-

ability, nor held up to ridicule; they should not be the only members of the school society who are never praised; their names should not be used to urge on the brighter classes to greater effort by such remarks as "even IC can do that". They should be encouraged to become members of clubs and teams, to take part in school functions, open days and prize days, and share in the morning service. If they do not become happy members of the school, contributing to it within their own limitations, earning praise for their effort to achieve results within their capacity and learning to accept increasing responsibilities within class and school community, then it is for the staff to criticize themselves, their own attitude, their methods, the curriculum and their diagnosis of the extent of the problem of the dull as presented in their own school.

6. Qualities required in the Specialist Teacher of Dull Children

A teacher selected for specialist work with dull children should have some, at least, of the following qualities. He will need to possess great patience, perseverance, a sense of humour and a genuine interest in the work. He should be sufficiently enquiring to wish to diagnose the reasons for mistakes and shortcomings, methodical in his recording of results of tests and other details affecting the child, and be able to devise new methods and variety of presentation of material to ensure the continued interest and progress of the children. He should be able to stimulate the apathetic by his own infectious vigour, spurring them to endeavour. He should be sympathetic and sensitive to the needs of the dull, without being sentimental in his treatment of them.

7. The Creation of Good Attitudes to School Work

On entry to the Secondary Modern School, the dull child brings with him a small amount of learning but a considerable number of attitudes. In the first stages of his work here, the acquisition of factual information should be subordinated to the child's adoption of good and positive attitudes.

Almost without exception every child entering the Secondary Modern School comes on the first day in a state of mind suitable for laying the foundation of progress. His past failures are left behind; so far as he knows, his record of poor academic achievement is un-

known. He feels that with different teachers and new and practical subjects he has fresh opportunities for success. For a brief time, from a few days to a week or two, he will exert himself mentally in order to create a good impression on the staff and his new classmates. It is vital that this initial period should be used with full understanding by the teachers who deal with him. Praise must be frequent, but since even the dull child is quick to discern insincerity, the praise must be deserved. This will be possible only if work is set within the child's capacity to achieve. An adverse effect will be produced if on the first day he is presented with tests in English and Arithmetic which arouse in him his old feelings of despair and frustration. Suitable work should be prepared for him and given from the start. To enable the teacher to do this, the information provided from the Primary School Record Cards should be utilised. Armed with the knowledge of the child's Intelligence Quotient, however approximate, and his Reading and Arithmetic ages, the teacher should have no initial difficulties. To begin with, the child should be given work slightly easier than that of which he is capable, so that he can gain immediate success and approval.

The responsibility for the creation of good attitudes to school work extends to all members of the staff, to the specialist teachers as well as to those teaching the dull for the greater proportion of their time. The specialist teachers should recognise that the child must come before the subject, and that his general development and attitudes are of greater importance than the acquisition of factual information connected with the subject. It will be necessary for the subject specialist teachers to co-operate closely with the teachers responsible for the dull children, so that they may deal with the individual child in the light of the background knowledge compiled by all who deal with him.

8. General Principles of Method of Teaching

Whether the dull child is taught by his class teacher or by a subject specialist, there are certain fundamental principles of presentation and method which should be considered by all members of the staff.

Class, group and individual teaching will be required according to the work in hand and the ability range within the class.

Instructions should in general be given in a slow, quiet and deliberate voice. Explanations should be accompanied by demonstrations

and by pictures, models, diagrams, clear blackboard work and visual aids of many kinds. The use of colour is important. Sample exhibits should be handled by the pupils whenever possible. Simple experiment and direct observations by the children will provide a better basis for learning than listening to wordy explanations, which involve abstract ideas. Where individual work is necessary because of wide differences of achievement, self-teaching material will be required.

All assignments of work should be carefully graded, and for the dullest there should be a very gentle gradient of progression from step to step. Work should be arranged so that the child's knowledge and experience gained in mastering a previous situation can be used to solve one slightly different. Teachers will need to be resourceful in using a series of new approaches to the same problem and in making frequent repetition of principles with a variety of material. The pupil's own interests often provide an excellent basis for written work or motive for reading. Many dull pupils are much too reliant on the teacher to direct them from step to step of their work. They must be trained in self-reliance, and stimulated to want to do things on their own initiative rather than slavishly waiting for all suggestions to come from the teacher.

Concentration and application need careful training. The pupil should also be encouraged to work at a reasonable pace.

Serious conversation and discussion between classmates and with the teacher about the work in hand should be encouraged as a means of self-expression and of enlarging vocabulary. Clear accurate statements, as, for example, what is being or has been done in craft processes, should be encouraged, and fluency should develop as the child gets older. Too often a pupil of 14 or 15 years is only capable of replying to a question in one or two halting words. Spoken English should be regarded as of great importance in view of the limited ability of dull children in reading and in written English, hence the great value of speech to these pupils when they leave school.

9. Realistic Situations. The Basis of the Work

The content of the syllabus which these pupils will cover will, of necessity, be relatively limited. It should therefore aim at bringing dull pupils to the stage of reading when they can read and understand (a) instructions as found, for example, in printed forms, recipes, books and periodicals on hobbies and gardening; (b) the newspaper;

and (c) books and magazines for enjoyment. Their written work should include the filling-in of forms, the writing of letters, and simple statements relating to jobs of work they have done.

In speech they will need to be trained to deliver clearly and accurately straightforward spoken instructions, and also to grasp quickly directions and instructions given to them. In adult life their attainment in Arithmetic will not need to be great. It will include simple measuring and calculations involving the four rules, in money, weight, length, capacity and time. For future employment and hobbies the pupils will need to gain a fair degree of manipulative skill in their craft subjects.

Throughout all their school life their work should be made realistic, and in all subjects it should be based on things and situations which the pupil will certainly meet in everyday life when he leaves school—in his work, his leisure, home and garden. By such means he will be enabled to cope with the complicated life of to-day and he will retain the confidence and self-respect which a good school will have built up in him.

Many dull children come from homes giving them a very limited educational background. They need experiences to enrich their background and in this connection school journeys and visits of many kinds are valuable.

10. Qualities of Character to be Fostered

Perhaps the most valuable part of the school's work with these children is that which fosters the growth of good qualities of character and right attitudes to work and to their fellows.

The tone of the school will unconsciously affect the child's development. In addition, however, and particularly for dull children, teachers should plan their work so that circumstances are created and situations arise where there is opportunity for learning right conduct. The following are some of the things the dull child will need to learn, if he is to grow up a happy, emotionally balanced and responsible member of the community: he should acquire the ability to complete a job well; to co-operate with others; to work without undue supervision. He should acquire self-confidence, be reasonably enquiring and show some judgment and critical faculties.

Adequate time will need to be given to social training. Where other children often acquire much through example and precept,

dull children need deliberate and careful training, and it is essential to have the co-operation of all the staff in this work.

Cleanliness and tidiness of person and notebook work can be achieved, if constant and unrelenting vigilance is maintained. At the same time, teachers must bear in mind that these children are often up against great home difficulties.

Every assistance must be given by suitable provision in school of facilities required to enable the children to attain and keep good standards. These facilities would include access to soap and towel and shoe-cleaning requisites before school, and storage for these or for the pupils' "school" clothing.

Unpunctual and irregular attendance cannot be cured by constant reprimand. Late bed-times, morning paper rounds, "helping mother", are some of the factors which are outside the control of the child. The underlying causes therefore must be investigated and tackled. If the parents can be made really interested in their child's progress, they will themselves be more likely to see that it is not slowed down because of their own negligence or selfish considerations.

There should be definite training in good manners. The children require careful instruction in how things should be done and said, e.g. in the delivery of messages. This can be done both directly, as the occasion demands, and through appropriate spoken English and dramatic work, where situations are acted and discussed.

II. Co-operation with Parents

Every effort should be made to get the co-operation of the pupil's parents and to arouse their interest in his progress. If this is done and the pupil is happy in his work and feels that he is making steady progress, there is usually a marked improvement in his work, his attitude and his attendance.

The school is only one of the agencies by which the child will be educated, and reference should be made to the chapter "Co-operation with Other Educational Agencies" for further suggestions regarding the broader influences which will affect the child and the way in which the school can help in using these to the best advantage.

Chapter X

THE BACKWARD CHILD

1. Development of the Whole Child

APART from mental development, as shown in the subjects of the curriculum, the Secondary School aims to develop fully the whole child. Other aspects of his growth, therefore, should be observed—his physical, emotional, spiritual and moral development. These may affect or be affected by his mental progress. In so far as it is possible to consider each aspect in isolation, the school must review the individual child in relation to the school's environment, activities and personnel. It should endeavour to provide the necessary influences to enable good all-round development to take place. Where the child appears backward in any branch of development, special and carefully planned measures should be adopted in an effort to promote the right behaviour.

2. Definition of Backwardness

By the use of standardised tests, it is possible to obtain a fairly accurate estimate of (a) a child's intelligence, and (b) his attainments in school subjects such as English, Reading and Arithmetic.

If his attainments are one year below the level of his intelligence, then the child is regarded as backward. Backwardness may be specific, if it occurs only in one or two subjects, or general, when it extends to most subjects of the curriculum.

Backwardness is found at any level of intelligence from the very bright child to the very dull, although the greatest incidence is amongst the less intelligent.

3. Remedial Work in the Primary School

By the time a child enters the Secondary Modern School, much has been done to deal with the problem of backwardness. From the Infant School level, the teacher has given attention to the needs of the whole child and has tried to use the best methods in teaching the basic subjects. Standardised tests have been used, often from the beginning of the Junior School, to ensure that the pupil is making

progress in Arithmetic and English which is consistent with his intelligence. The tests used are:

- (a) The Moray House Test for Intelligence (at 9 and 11 years).
- (b) The Moray House Test for English and Arithmetic (at 9 and 11 years).
- (c) Southend Attainment Test in Mechanical Arithmetic.
- (d) Vernon's arrangement of Burt's Test for Mechanical Reading Ability.

The results of these tests are entered on the appropriate Record Card and are therefore available to the Secondary Modern School when the child is admitted.

Where a child has been found backward in the Primary School, it will usually be found that the tests shown in (c) and (d) above have been used more frequently to ascertain that remedial methods are reducing the gap between intelligence and attainment.

4. The Problem

A child's educational progress depends on a number of factors, and to understand how to deal with backwardness it is necessary for these to be investigated.

Each child is an individual, and in order that he may develop normally his own mental, physical, emotional, spiritual and environmental needs must be satisfied. It is obvious, for example, that the mental needs of a bright child are not the same as those of a child who is dull. Again, the emotional requirements of the adolescent are different from those of the child at the pre-adolescent stage of development.

These needs are interdependent and act upon each other. The child of high mental ability needs an environment giving him appropriate reading matter, ideas, conversation and experience of people, places and things, in order that he may have opportunity to develop fully his mental powers. If, however, his physical condition is poor because he suffers from malnutrition and lack of sleep, or if home circumstances or treatment over a protracted period of time have adversely affected him emotionally, then his concentration and application may be so poor that he cannot use his opportunities to his own educational advantage.

In short, then, educational progress depends not only on intellectual ability, but on physical fitness, emotional stability, interests and the nature of personal contacts in home, school and society.

The problem, therefore, is not a simple one, for the influences listed above as possible causes of a child's backwardness can, in their turn, be broken down further into specific factors. A teacher may consider that he has found and dealt with the factor causing backwardness, only to find that the child is still backward because of other resultant factors which have arisen from the effect of the first. For example, a child may be backward in reading and his teacher deals with the most obvious cause, which may happen to be defective speech. Although the child's speech may improve, he may continue to be backward (a) because the root cause is poor auditory discrimination, or (b) because the speech defect has made him shy and withdrawn, with a dislike for reading. Great patience, perseverance and insight are necessary in this work. By the time a child reaches the secondary stage of his educational life, adverse influences may have operated upon him for periods of time extending even back to his birth. They have helped to form his attitudes to himself, to his teachers and to his school work. If these attitudes are poor, backwardness often follows.

Again, while the teacher must feel responsible for curing a child's backwardness in school work, some causative factors are largely outside the influence of the school and the teacher may be able to tackle them only by indirect means.

5. Causes of Backwardness

The causes of backwardness are numerous, and in most cases not one cause, but several are responsible. They may be within one, but are usually found in more than one of the above influences.

Burt has said that for a group of backward London children "three-quarters of the children (or rather more) were found to be suffering from unfavourable physical conditions; two-thirds (or rather less) from unfavourable social conditions; three-quarters from unfavourable intellectual conditions; about one-third from unfavourable temperamental conditions; and only one-sixth from unfavourable school conditions".¹

In regard to more specific conditions (of those most frequently recurring), their relative frequency according to Burt is "minor defects of general health, the most numerous of all; next, defects of sight, hearing and speech—almost as numerous, though only one-third were actually severe; thirdly, dullness of general intelligence;

¹ *The Backward Child*, p. 565.

and then, in diminishing numbers, material poverty in the home, emotional instability, special intellectual defects, low intellectual culture in the home, and irregular attendance at school".¹

A list of some specific causes are shown below:

(A) *HEALTH AND PHYSICAL DEFECTS*

(a) Malnutrition and lack of sleep; septic conditions of the nose, throat, ears, teeth and glands; catarrh, rheumatic and dyspeptic disorders which sap a child's physical and mental energy, affect his concentration and the amount of work he does.

(b) The usual children's diseases—whooping cough, measles, mumps, chicken-pox, diphtheria, cause absences during important school years and may leave gaps in his basic processes which will have an effect on his work at later stages in his school career.

(c) Nervous diseases, e.g. chorea and sometimes epilepsy, are apt to be followed by mental deterioration and educational backwardness.

(d) Defects of sight; long sight and astigmatism appear to be more serious in their effects than short sight. In reading, writing, needlework and other close work, focusing can be done for a short time but causes continual strain, tired eyes, aching head and discomfort associated with all lessons requiring careful use of the eyes.

(e) Defects in hearing; a child with poor hearing is cut off in larger or smaller degree from human speech. He misses much of what the teacher says and is handicapped especially in reading and spelling.

(f) Defective speech is sometimes caused by deformations of the mouth, palate or teeth or by adenoids. It may arise from an emotional condition, as in lisping or stammering, or may be due to poor auditory discrimination, which causes backwardness in reading. It can be responsible for general backwardness because of the child's disinclination to ask questions or make verbal contributions in class.

(g) *Special Defects*

(i) Poor discrimination of visual word forms causes the pupil to mix letters and words similar in shape.

(ii) Poor sound discrimination gives difficulty with words nearly alike in sound or in the analysis of a word into its details.

(iii) General language disability or failure to analyse and synthesise words and sentences, although general reasoning capacity and mental ability are normal.

¹ *op cit.*, p. 568.

(iv) Poor auditory memory for numbers and poor ability in forming associations with symbols, such as figures, mean a lack of capacity for appreciating number relations. A child may profit from a lesson at the time it is given, but have inability to recall visual or sound forms of letters and words after an interval.

(v) Colour blindness is often overlooked.

(h) Physical disabilities, e.g. the after-effects of poliomyelitis.

(B) *EMOTIONAL DIFFICULTIES*

Attitudes of a child arise from the interaction of the emotions and the environment, and are built up from infancy. Character traits are expressions of these attitudes. Those traits most affecting progress in school work, and in particular Reading, Spelling and Arithmetic, are self-confidence, persistence, attention to detail, concentration, good attitude to school work and to adult authority.

A child may have been subject to adverse influences for some time or at frequently recurring intervals. Examples of such influences are found under the headings "Environment—(a) Home, (b) School, and (c) Conditions Outside the Home"—and "Health and Physical Defects". In these circumstances the child may become emotionally upset, and some of the traits shown above may be under-developed or temporarily suppressed and the child is likely to become backward in his school attainments.

Extreme cases of emotional maladjustment are found in:

(i) The emotionally unstable child who finds difficulty in sustained attention, concentration and application. His handwriting is often irregular and untidy and shows frequent blots, smudges, omissions and crossings out.

(ii) The very aggressive child who is frequently found at the centre of disturbances.

(iii) The very withdrawn child who suffers anxiety states and is the potential neurotic.

(C) *ENVIRONMENT*

(a) *Home*

(i) A child's conduct may be different at home from that in school. At home he may be expected to do too many household tasks, to mind younger brothers and sisters, to run errands, to deliver newspapers. These, together with insufficient and irregular

food and sleep, cause fatigue and under-nourishment. In school he relaxes and does not put forward his maximum effort. The effect of this is seen particularly in subjects like Arithmetic, which requires close attention and unbroken effort in practice.

(ii) Disharmony at home may cause a child to be emotionally disturbed and unable to concentrate.

(iii) Unsuitable treatment and lack of notice at home may result in attempts to get recognition in school. If unable to obtain this on account of satisfactory achievements, he may resort to nuisance tactics or misdemeanours which have an adverse effect on his progress.

(iv) His dress may be inferior to or unlike that of other children and cause emotional upsets, lack of confidence, a desire to pass unnoticed or even truancy.

(v) Frequent avoidable absences from school are often caused by unthinking parents and have an immediate effect upon subjects like Arithmetic, where continuity and understanding at each stage are essential for normal progress.

(vi) The home which lacks culture, where books are absent, where vocabulary is limited, where widening educational experiences and social contacts are rare is unable to give the child the stimulation and general knowledge background he needs for full opportunity.

(vii) Parents' lack of interest in a child's school progress and the value they place on the work he does there will affect his attitude to school work and the effort he puts forward.

(viii) The parent who is over-anxious about the child's progress passes on this anxiety to the child. This state of mind inhibits progress in school subjects.

(b) *School*

(i) Frequent change of school: confusion in basic methods.

(ii) Irregularity of attendance and prolonged absences; essential steps missed out and irregular and insufficient practice.

(iii) Discontinuity of methods between Infant/Junior and Junior/Secondary Schools and between one class and the next in the same school: confusion in the mind of the child.

(iv) Frequent change of teacher for the same subject: need for adjustment to new personality and methods.

(v) Neglect of disability in a subject at an early stage: initial difficulties may result in dislike of subject.

(vi) Unsuitability or rigidity of a teaching method : may not meet needs of individual child.

(vii) Poor classroom organisation: work of same standard for all abilities. Lesson time wasted, inadequate time to certain aspects of work.

(viii) Beginning a process or stage of work before the pupil has reached sufficient maturity or before he has been given adequate preparation: later work may show repression or inhibition.

(ix) Lack of use and application of formal work in practical and everyday situations: as (viii).

(x) Lack of individual attention in too large classes: individual difficulties undetected and unresolved.

(xi) Fear or dislike of a subject: feeling of inadequacy or lack of effort.

(xii) Dislike of a teacher: association may cause transfer of dislike to subject.

(xiii) Lack of incentives and failure to satisfy the interests of the children: slower progress than is possible.

(c) *Conditions outside the Home.* These often have a definite effect on the child. The kind of district he lives in and the type of friends he makes influence his attitude to school work. School may be regarded as a necessary evil; something to leave as soon as possible in order to earn some money, be "free" and grow up, or a place which has rather unrealistic ideas about what is important in life. In this case, if the school has failed to gain the pupil's co-operation, he will not make the effort necessary to attain the standards laid down for him by his teachers.

6. Diagnosis and Treatment

In dealing with backwardness, it is essential to get to know and understand the child as an individual. It is of prime importance to establish confidence between teacher and child. To apply remedial methods in a school subject and neglect underlying causes is merely to touch the fringe of the problem. As much information as possible should be collected about the child.

Procedure might be as follows:

(A) TRACE CAUSES TO ORIGINS IN THE PAST

Here it is necessary to look into his personal and school history.

(a) The School Medical Card will give some details of his eyesight, hearing, ailments and physical defects.

(b) The Primary School Record Card will include particulars relating to the child's intelligence, attainments in basic skills, and may give information about his health, interests, behaviour and attendance.

(c) Informal discussions with Primary School Head Teacher may give much useful information about his attitudes and other factors which may have later effects on the child's progress in school subjects.

(d) Informal conversation with parents yields much essential information regarding earlier health and ailments, emotional, mental and environmental factors, attitude to school and subjects disliked.

(B) *SURVEY OF PRESENT CONDITIONS AFFECTING THE CHILD*

(a) If the child has not had a recent medical examination, it may be necessary to send him for a special examination, if defects of eyesight or hearing, malnutrition or an abnormal nervous state are suspected.

(b) A careful assessment should be made of his emotional characteristics, as these will affect his general attitude to school work, and subsequent treatment must bear this in mind. The assessment should cover self-confidence, persistence, emotional stability, outstanding characteristics and social qualities.

(c) Good personal contact should be made with the child and informal conversations should yield helpful information. His interests and hobbies should be recorded, as these often indicate a means of harnessing his energy to overcome his present difficulty. By careful probing, in the course of conversation, light can be cast upon the child's attitude to his disability and on possible anxieties and conflicts.

(d) Home conditions and influences, out-of-school activities and friends should be assessed. Contact with home should be established if necessary, so that home and school may co-operate.

(e) Suitable tests should be applied and suggestions are given below:

- (i) To measure his general intelligence (verbal or non-verbal) if results are not already available:

Sleight Non-Verbal Test.

National Institute of Industrial Psychology:

Group Tests 70/23 or 81,

or in special cases reference to the School Medical Officer for an individual test (Terman-Merrill).

(ii) To measure aptitudes:

National Foundation for Educational Research Spatial Test 1.

(iii) Attainment Tests

Reading

Schonell's Graded Reading Vocabulary Test R1.

Schonell's Comprehension Tests R2, R3 and R4.

Arithmetic

Mechanical and Problem Tests—Schonell.

(iv) Diagnostic Tests

Reading

Analysis and Synthesis of Words.

Directional Attack on Words.

Visual Word Discrimination.

Spelling

Graded Word Spelling.

English

English Usage.

Capital Letters and Punctuation.

Vocabulary.

Sentence Structure.

Composition.

Arithmetic

Graded Addition.

Graded Subtraction.

Graded Multiplication.

Graded Short Division.

Graded Long Division.

Mental Arithmetic.

Full details of suitable tests in the above are found in:

Diagnostic and Attainment Testing, Schonell (Oliver & Boyd).

Backwardness in the Basic Subjects, Schonell (Oliver & Boyd).

Diagnosis of Individual Difficulties in Arithmetic, Schonell (Oliver & Boyd).

(C) GENERAL TREATMENT

During testing (and lessons) the pupil should be systematically observed. His special abilities or disabilities should be found and his special aptitudes or talents used to compensate for his weaknesses.

The child's method of attack on various tasks should be noted, e.g. good reasoning, bad memory, repeated errors of the same type in reading.

The treatment of backwardness may be protracted, and continuous assessments will be necessary to ensure that methods used are remedial in their effects.

When diagnosis has been made of the child's emotional needs and difficulties, and the extent and nature of his educational backwardness, then suitable treatment can be given and a programme of work devised which will help him to overcome his backwardness.

General treatment should be given as well as specific treatment of educational defects, e.g. the nervous or neurotic child suffers from fear or lack of confidence with consequent inhibition of understanding. His attention wanders and he forgets, perhaps, that he is subtracting and may start adding or multiplying. If he meets with disapproval, he may develop an intense dislike of the subject. It is necessary to win the child's active interest and let him use what he learns in practical pursuits. He must be given confidence by being allowed to work at his own pace, using self-teaching material if necessary.

The unstable child and the child who has acquired bad behaviour habits must be trained and re-educated in desirable habits.

The backward child must be allowed to gain success in his work. Self-esteem and self-confidence gained from the expressed opinions of others have a definite bearing on the effort and response of the child and on his method of attack on the problems he has to face. Hence work must begin at a stage where he can achieve immediate success, and steps from here must be carefully graded and the speed of the programme should be adjusted to the needs of the individual child.

With reference to the causes shown previously under section "Environment, (b) School", there is much that the staff of the school should consider as their duty to pupils.

Prolonged absences or irregularities of attendance may, in themselves, be outside the control of the teachers. Their effect, however, can be minimised if the teachers will adopt a system of checking, through pupils' work records or otherwise, the work that has been missed. It will then be necessary at the earliest opportunity to see that this work is fully understood and brought up to date by the child. This is especially necessary in subjects like Mathematics, where one process leads on to another.

Discontinuity of methods in subjects, like Arithmetic, might occur between Junior and Secondary Schools. This possibility should be removed if there is collaboration between the Secondary Modern School and its contributory Primary Schools.

Varying methods between teachers of successive forms, between teachers of different subjects and because of frequent changes of teacher can be very harmful. To overcome these difficulties, the school should have full and comprehensive schemes of work which show method, continuity and the inter-relationship of work in different subjects.

The teacher should realise that not only is he responsible for imparting factual knowledge and skills to his pupils, but that he must do this in such ways that he may achieve maximum results for his efforts. A child may find difficulty in adjusting to the personality of the teacher, and it is then for the teacher, as an experienced adult, trained in his craft, to make a special effort to achieve contact and co-operation.

In teaching method he must be flexible, so that he may find the right approach for the individual child. He will recognise that all pupils in a class are not of the same mental ability, and that they have different speeds of working and varying interests. Careful classroom organisation will be required to meet these needs, and class, group and individual work will be used, as appropriate. Special assignments, suitably chosen to give success and merit praise, may be the means of altering a pupil's adverse attitude to a subject. Experiment and practical work by pupils will be considered important, as also will easy access to interesting books on the subject being studied, and suitable introduction to these for some children.

7. Effects of Backwardness in English and Arithmetic

It has been stated previously that a child may be specifically backward in one subject or generally backward in many. Certain school subjects, however, are of such fundamental importance that they directly affect progress in many others of the curriculum. The various branches of English—viz. reading, speech, written composition, spelling and handwriting—enter to some degree into all school work. A pupil's work in other subjects is affected by his ability to read from books or from the blackboard, and by his ready comprehension of written or verbal instructions. His ability to write notes or simple accounts with reasonable fluency may be hindered by

difficulties in spelling or by lack of mastery of ease, legibility and a fair speed in handwriting.

As the pupil grows older, he is expected, in all subjects, to use books to find information for himself, to make his own records, to understand longer and more complex instructions and to be able himself to give a clear account and explanation of work done.

If, therefore, the pupil is backward in English, he will probably be found to be backward in other subjects, e.g. History and Geography. Improvement in performance in the various branches of English will affect standards of work in the others. To a less extent Arithmetic, too, will affect other subjects. Work in Art/Crafts, Needlecraft, Housecraft, Woodwork, Metalwork and Gardening may be retarded by slow or inaccurate calculation and measurement, or inability to estimate quantities.

PREPARATION FOR THE ALTERNATIVE COURSES

It is essential that every effort be made during the first two years to remedy backwardness in either of these two subjects, so that the pupil's attainments in the work of his chosen Alternative Course may be his best.

The Alternative Courses demand good achievement in practical skills. Where co-ordination of hand, eye and brain is backward, the pupil's performance in craftwork, physical training and games will be lower than his intelligence would indicate. During the first two years, advantage should be taken of the more general and wide range of activities to enable the pupil to gain experience and dexterity in a variety of physical skills.

POSTSCRIPT

1. The Transition from School to Employment

IN the chapter of this book dealing with "Preparation for Employment", reference has been made to the importance of the transition from school to employment in the following terms:

"The abrupt change from membership of the carefully ordered community of the school to that of the place of employment has a disturbing effect on many children. It should therefore be the subject of close collaboration between the schools, the Youth Employment Service and the places of employment. . . . The outcome of such co-operation would be a smooth and happy transition, in which there is less likelihood of the child's moral outlook being disillusioned and his character shaken. . . . The development of co-operation of this kind is probably the one advance that is required more than any other in the development of education as a social service. In other words, the school should be regarded by those inside and outside as a working part of a working community."

Schools, the Youth Employment Service, and industry and commerce all have a part to play in assisting the transition of young people from school to work.

(A) CAREERS MASTER

The Secondary Modern School should have a Careers Master specially charged with the duty of knowing the careers available to pupils, as well as the employment available in the district. He should work in close contact with industrial and commercial undertakings, as well as with the Youth Employment Officer. In the school he is the person to whom children should go for advice on future employment. The Careers Master's work divides itself into two parts:

(a) Advice to parents and pupils. For this purpose the following arrangements are normally found desirable:

(i) Library

He should be responsible for building up in the school library the careers section and he should do that by making sure that all the information sent to the school by the Youth Employment

Service and from other sources is passed on to him by the Head Teacher, is placed in the library correctly indexed and made readily accessible, under his supervision, to all senior pupils.

Many firms publish their own descriptive booklets and these, too, should find their way into this section of the library.

(ii) *Regular contact with Pupils*

It is important that the Careers Master should be given regular assignments of time, either within school hours or immediately after school, by the Head Teacher, for advising pupils on their future careers.

Apart from these regular assignments of official time, it should be understood that a pupil should always be able to approach the Careers Master as the need arises.

(iii) *Contact with Parents*

The Head Teacher should be encouraged, for the benefit of the pupils in the top forms, to hold meetings every year between the parents, Careers Master, Youth Employment Officer and himself, for the purpose of general talks and individual discussions.

(b) He should know each individual school-leaver from the point of view of his personal qualities, physical make-up, attainments and previous experience, intelligence, special aptitudes and interests.

(i) In order to gain this intimate knowledge of each pupil, it is undoubtedly desirable that the Careers Master should be regularly employed in teaching school-leavers in the last year in one or more subjects, or, perhaps, be the form master.

(ii) He should make it his business to consult other members of the staff about individual pupils, in order to formulate as complete a picture as possible of each pupil.

(iii) The use of specific aptitude tests is still very much in its infancy, but the Careers Master should know what aptitude tests are available and should be skilled in administering tests. He should be able, perhaps in difficult cases, if not in all, to submit the pupil to aptitude tests in order to get an objective assessment and should keep himself abreast of current developments in this field.

(B) *VISITS BY THE PUPIL TO LOCAL INDUSTRY*

In any form of advice on careers, the wishes of the parents and the ambitions of the pupil are important, but it is impossible for the pupil to have much idea of the conditions and requirements of em-

ployment without visiting local works and factories, and it is part of the duties of a Careers Master in collaboration with his colleagues to arrange such visits.

(C) *THE YOUTH EMPLOYMENT OFFICER*

The Careers Advisory Service is a continuous process which culminates in a vocational guidance interview between the Youth Employment Officer and the pupil and parents, and at which the Careers Master and the Head Teacher may also be present.

In order to have the necessary information available, the Youth Employment Officer will need to have frequent consultations with the Careers Master, the Head Teacher and members of the staff.

(D) *INDUSTRY AND COMMERCE*

An important part of this problem of smoothing the passage between school and employment lies with industry itself.

During the school life of the pupils, considerable attention is paid to inculcating good attitudes to work and to society. Attention is given to the physical, mental, spiritual, moral and emotional development of each individual pupil.

All too often when he leaves school and enters employment, influences along these desirable lines cease. This happens just at the time when he comes into contact with adverse influences. A good deal remains to be done to give the boy (or girl) the antidote to combat the poor attitudes to work, the loose speech and bad conduct, the lack of responsibility, and the low moral standards which he may see exemplified in some of his fellow-workers.

Industry needs to understand more fully what the Secondary School has been trying to do, and that for the young person entering employment the good influences of the school often suddenly cease.

It is desirable that leaders of industry should recognise the contribution which industry should make to smoothing the passage between school and employment. It is recognised that progressive employers have Welfare Officers, particularly for the needs of girls, but that on the boys' side the provision is often not so favourable.

Educationists are frequently surprised to see the deterioration and change in attitude to work and to society in young people who have recently left school and entered employment. For this and other reasons, the more progressive firms have now introduced

"Adjustment to Industry" courses. These make a contribution to good attitudes to work, particularly in the matter of loyalty to the firm, but there is still much to be done to combat wrong attitudes to society and deterioration in general conduct.

2. Transition from the Secondary to the Further Stage of Education

Until the choice of employment has been made, it is difficult to consider vocational Further Education. It is desirable, however, that expert advice should be given to every school-leaver on the availability of Further Education, both vocational and non-vocational.

For this purpose, a visit by the Principal of the local Technical College to the Secondary School is of the highest importance. The Principal of the College should be able to meet each school-leaver and give him advice on the sort of course he should undertake to suit his chosen employment. This visit also enables the Principal of the College to obtain details of the School Record, which will enable the boy or girl to enter Further Education at the appropriate stage. Furthermore, it will give the Principal information about the personal qualities and the home background of individual pupils, in order that at the further stage, each student can receive appropriate educational treatment.

As part of this process of ensuring that the pupil receives correct advice about Further Education, and is franked into the appropriate course, to suit both his employment and attainments, the pupil's Primary and Secondary School Records should be made available to the Principal of the College.

Pupils at the primary stage should have an opportunity of visiting the local Secondary School to which they will later transfer, and in the same way a visit by Secondary pupils to the local Technical College is desirable.

Another important way to assist the transition from the secondary to the further stage of education would be an annual conference between the Principal of the Technical College and the Head Teacher of the contributory Secondary Schools at which the progress of the previous year's entrants should be discussed and at which each new pupil should come under review, not only to ensure that he undertakes the appropriate course at the right stage, but also that any personal difficulties or disabilities are made known to the Principal of the Technical College.

3. Methods of improving collaboration between the Secondary Schools and Industry and Commerce

Reference has already been made to the need for informing school-leavers of the types of employment available in local industry and commerce by means of regular organised visits to industrial and commercial firms. It is also important that representatives of industry and commerce should visit Secondary Schools to see the kind of technical education which is being given by means of such subjects as Woodwork, Metalwork, Machine Shop work, Technical Drawing, Domestic Subjects, Science and Mathematics, and to ensure that the technical skills acquired in Secondary Schools are co-ordinated with those skills which will be exercised in industry, e.g. the handling of tools. At such visits the industrial representatives could discuss with the teachers points of mutual interest.

If Secondary Education is to make its most effective contribution to preparation for employment, it is of fundamental importance that there should be, on the staff of each Secondary School, a nucleus of men and women who have had a period in industry or commerce and who can bring authentic industrial and commercial experience into the school. The sort of people in this category are teachers of Commercial Subjects, Woodwork, Metalwork, Technical Drawing and Domestic Subjects. There is a great need for more members of school teaching staffs to have, in addition to their training in College and University, opportunities of working for a period in industry or commerce. With a nucleus of such teachers, the possibilities of effective collaboration with industry and commerce would be greatly enhanced.

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